



# WOODBIDGE SCHOOL



## Welcome to our Sixth Form



## Welcome to Woodbridge School Sixth Form

**As current parents and students will already have experienced, Woodbridge offers an education that shapes itself around each student to inspire them to become everything they are meant to be. Offering clear vision and values, which guide dynamic, respectful, high-achieving students to not only find their path but to fulfil their potential, on their journey through School and onto life beyond School, is our entire focus.**

Our Sixth Form leadership team which comprises our Director of Sixth Form, David Beasant, our Deputy Head of Sixth Form, Mrs Pilkington, and our Head of UCAS at Woodbridge School, Mr Richardson, together with our tutors, heads of houses and wider pastoral team, takes enormous professional and personal pride in knowing and valuing every student as an individual. Understanding them, stretching them to be the best they can be, encouraging, supporting and appreciating them for the contribution they each make to our community.

Academically, Woodbridge School Sixth Form is exceptionally strong, receiving excellent grades year on year. We're extremely proud of our students, their achievements in terms of destinations beyond School, personal development and discoveries along the way. Testament to the hard work, dedication and complete commitment of both our students and teachers, behind each grade and student there is always a superb story and journey, celebrating individual and collective success.

Our Head of UCAS Mr Richardson works with students to facilitate university placement, as well as medical and veterinary schools, facilitating strong records of success. Russell Group universities also feature heavily in our list of leavers' destinations, but most importantly, the overwhelming majority of our students secure entry to their chosen university and course.

At our Sixth Form we expect students to work hard, develop the ability to work independently and to achieve excellent results, believing that successful education is very much a joint venture between parents, students and staff. Of course, preparing young people for life means much more than just excellent grades. It means young people developing strong communication skills, the ability to lead and work with others and, above all, a self-confidence to contribute positively to the society in which they live. This means at Woodbridge, what happens outside of the classroom is just as important as what happens inside.

Through a broad co-curricular programme our students have the opportunity to develop, be collaborative and work as part of a team, to perform with confidence and to push themselves out of their comfort zones. The programme is supplemented by days off timetable, focusing on particular areas such as entrepreneurship and leadership, with the latter being a particularly strong aspect of the Sixth Form. Year 12 students receive a PHSCE lecture once a week (once a fortnight from Year 13) as well as a half term block (one lesson per week) on research and essay writing skills. After this block, Year 12 students either decide to take on an EPQ (more information contained in the content of this A level Options content) or go into a carousel of enrichment lessons, focusing on useful life skills.

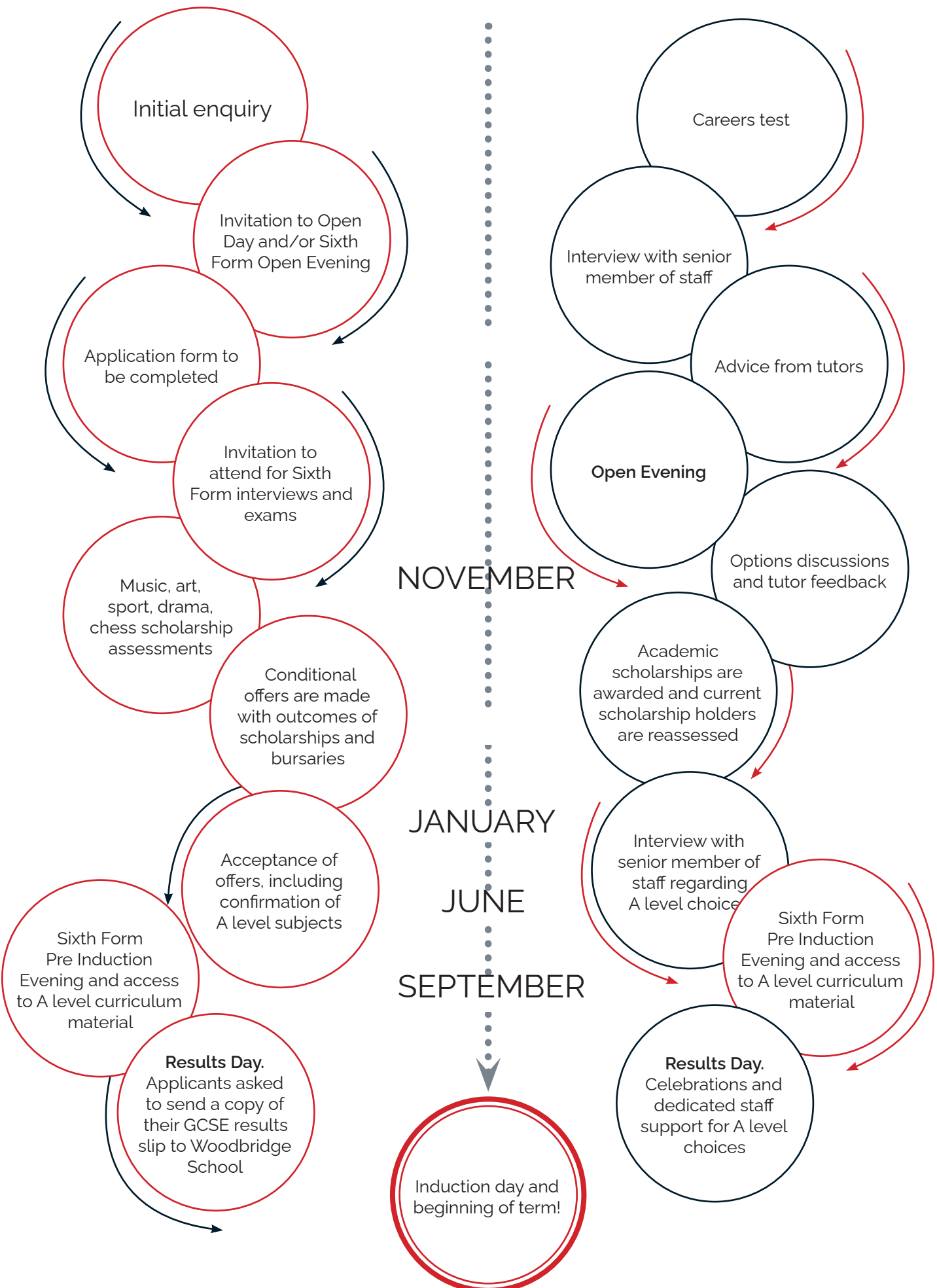
We take tremendous pride in being part of the journey that all of our students take through and as they leave School. I myself feel the enormous weight of the responsibility and trust given to me and Woodbridge School, by parents and guardians of our students, but I know that they will leave our Sixth Form ready to take on new challenges, going on to do great things, for themselves and others.

**Shona Norman**  
Head

# SIXTH FORM ENTRY TIMELINE

## EXTERNAL STUDENTS

## INTERNAL STUDENTS





## Studying in the Sixth Form

By the time you reach Sixth Form in education, you're most likely ready and excited to take the next step - in life and education. As well as the right academic foundation to help you to take and achieve the next step, Woodbridge School Sixth Form offers so much more – throughout Year 12 and 13 and beyond.

Sixth Form and studying A levels is an exciting time where focus and specialisation on subjects chosen with your future and possibly your next destination in mind.

## Entry to Woodbridge School Sixth Form

Studying for A levels in comparison with GCSEs is a big step up in terms of difficulty; you will need to undertake a significant amount of independent study outside of the classroom. With this in mind, to ensure you're able to cope and enjoy studying, it is essential that you achieve good GCSE results.

We ask that you have achieved:

- » **Eight** GCSEs in total at Grade 5 or above, six of which should be grade 6 or better.
- » A **grade 6** or better in subjects you wish to study at A level.

Some A levels have higher and/or more specific entrance requirements, and equally consideration will be given on an individual basis in terms of grades achieved/required.

## Number of A levels

Most students will take **three A levels**, and should university be your destination it's important to know that their entrance criteria is based on this number of grades.

Some students, usually those who have achieved grade 7s, 8s or 9s in their GCSEs, may choose to study four A levels. Those choosing to study further mathematics will take four A levels.

Alongside A levels we also offer the Extended Project Qualification (EPQ) which counts as half an A level. More details about the EPQ are available online.

A level choices in terms of numbers of and/or combinations are:





## Next Steps

Studying A levels provides a pathway from GCSEs to your next destination, and your future.

Our Sixth Form Open Evening is a great opportunity to visit Woodbridge School, see the Sixth Form Centre for yourself and meet and talk to teachers and students. You can also contact us any other time for a private tour of the School.

Ahead of taking the next step into A levels, consider your own strengths, alongside your interests, be ambitious but be realistic. Consider the information about A level subjects available in School during our Open Evenings as well as on our website, to make informed choices about which subjects you'd like to pursue.

Be prepared to work hard, seize every opportunity you can and enjoy every moment of the next two years of your education and your life.



# THE SIXTH FORM CENTRE

## The building and facilities

An area specifically for A level students at Woodbridge, our Sixth Form Centre is for the exclusive use of Year 12 and 13 students. Featuring a common room, kitchen and study area, the Centre feels exclusive in terms of its place in our whole School. With A level classrooms on the first level as well as offices for the Sixth Form team, it provides a base and comfortable area in which to study, seek support or relax with fellow students.



## Tutors and pastoral care

Tutors offer support and guidance throughout Years 12 and 13, helping to ensure a smooth, enjoyable and productive journey through A levels and Sixth Form.

In Years 12 and 13 pastoral care is managed and overseen by the Director of Sixth Form, but it doesn't just exist as a specifically accessed support mechanism; it's ever-present in the classroom, in exchanges between students and staff, on the games pitches and in our corridors. The welfare of every student is of paramount importance and Woodbridge offers a huge range of care and support for any concern or need. Extending far beyond just the experienced team of personal, dedicated Sixth Form tutors, Woodbridge School Sixth Formers are also overseen by a Director of Sixth Form, Deputy Head of Sixth Form and the Deputy Head and Assistant Head of pastoral care who focuses specifically on helping students hone crucial skills of resilience and positive well-being.

## Life beyond the classroom

Life at Woodbridge has always been about so much more than just academic success; students constantly develop skills, attributes and the mindset essential for broader success in life, encouraging young people to develop more, further – and to work collaboratively as a team, performing with confidence and pushing themselves outside of their comfort zone to ultimately enrich their lives now and beyond School.

A strong and varied co-curricular programme which is supplemented by days spent off timetable, offers students the opportunity to focus on particular areas such as entrepreneurship and leadership, with the latter being a particularly strong aspect of the School's Sixth Form.

Co-curricular activities are offered and woven into weekly schedules, with Friday afternoons dedicated to activities outside of the classroom as part of the community-based Seckford Scheme. Offering the chance to either participate in Combined Cadet Force (CCF) or Sports Leadership Award Scheme, help at the Thomas Wolsey School, work in theatre tech, indoor wall climbing or digital photography – these are just a few of the opportunities available; students are encouraged to choose something that will help develop skills and challenge them.

Music, drama, sport, an international exchange programme as well as other clubs and activities such as Model United Nations, Duke of Edinburgh, Young Enterprise, chess, dancing and fencing, social development is a particular strength of Woodbridge, and a quality of which we are proud.





## The future beyond A levels

You may already be sure and clear about your desired destination after Sixth Form; you may not. No matter what decisions you have or haven't made as you begin A levels, we know and understand that the purpose of your education at Woodbridge School is to secure the best possible opportunities when you do eventually leave.

Throughout Years 12 and 13, you will regularly have the opportunity to meet and talk with the School's highly experienced staff working from the Sixth Form Centre. Alongside support from your tutors, you will also benefit from working with them to either make decisions about your future or to explore and pursue particular destinations.

Should you be aiming for Oxbridge, Russell Group universities or particularly competitive courses such as medicine, bespoke guidance and support is provided to help ensure your application is as strong as it can be; preparing you for additional exams and interviews through expert tuition.

A variety of events are available which help make the UCAS and other application processes less daunting for both parents and students. From Year 12 UCAS information evenings explaining how we work together and navigate the complexities of the system, to visiting the University of East Anglia in Norwich and a trip to a careers exhibition held at the University of Suffolk, support is provided in many ways, and we hope to reassure students as we guide them through the process.

We recognise that every student is an individual with different hopes, aspirations and journeys in mind – every plan and every person matters. Whether preparing a portfolio, practising for auditions, applying outside of the UK or even something we haven't encountered before, working together we will provide the time, guidance and expertise you need to help you make the right choices and achieve your personal goals and ambitions.



## Careers Advice

It's important to continually consider, research and plan for the future and life beyond the Sixth Form.

Alongside dedicated sessions where Sixth Formers can hear and learn more about the UCAS process, different careers, interview techniques and CV writing, students are also given access to UNIFROG, an excellent resource for searching for universities and researching courses and degree apprenticeships.

A dedicated Careers and university office in the Sixth Form Centre is also open for drop-in questions, offering a variety of current literature as well as access to a dedicated, up to date website with a plethora of information; from taster days to apprenticeships, from CV writing to gap year placements.

A particularly interesting initiative offered at Woodbridge School Sixth Form is the Careers Lunches, where you'll have the opportunity to meet and network with professionals in different fields of interest. Our annual careers fair also provides the chance to meet with different universities and professionals from a variety of diverse career fields, as well as hear from experts and professionals about apprenticeship schemes and both school lever and graduate programmes.

Every Sixth Former also benefits from our network of over 4,000 Old Woodbridgians (OWs), former students at Woodbridge School, many of whom are happy to help by offering advice as well as work experience.



## Life beyond Woodbridge

Although the UCAS and careers journey begins in Year 12, it doesn't finish at the end of Year 13 thanks to Graduway, an online platform for all OWs to use to network. The School can support all OWs through this system, but more importantly they can support one another on their continuing journey. Once a Woodbridgian, always a Woodbridgian!



## A level subjects list

- » Biology
- » Business studies
- » Chemistry
- » Classical civilisation
- » Computer science
- » Design: graphic communication or 3D design
- » Drama and theatre studies
- » Economics
- » English literature
- » Fine art
- » Geography
- » History
- » Latin & Greek
- » Mathematics
- » Further mathematics
- » Modern languages (French, Spanish)
- » Music
- » Photography
- » Physical education
- » Physics
- » Psychology
- » Religious studies
- » Sociology

## A comprehensive system of bus routes

With a number of minibus services operating daily throughout the local region, Woodbridge School offers a comprehensive system of bus routes reaching across Suffolk as well as Essex. Our aim is to be flexible with services and includes destinations such as Layer Breton, Colchester, Sudbury, Bury St Edmunds, Aldeburgh and Lowestoft, to name just a few.



## Boarding options

For those living further afield, the School offers full and weekly boarding options. Boarders form a vital part of the community at Woodbridge School, with everyone supporting and learning from one another. Our boarding house is co-educational and provides a true home from home for students on either a full or weekly boarding basis. In particular for our Sixth Form students, boarding bridges the gap between home and university, helping with adjustments of living alongside and in harmony with others and everything that brings. Boarding also enriches the lives of students in various ways, including the appreciation of global cultures; living with a diverse group of fellow students is exciting, interesting and most definitely informative in a way that will benefit young people beyond school.



**Interested in finding out more about studying at Woodbridge?**

Contact us on [admissions@woodbridgeschool.org.uk](mailto:admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBRIDGE  
SCHOOL**



# Academic PE

## INTRODUCING ACADEMIC PE

A well-respected academic A level and considered a science subject by many universities, PE provides a fantastic insight into the amazing world of sports performance. Offering students the opportunity to perform or coach sport, as well as develop a wide range of knowledge, the course also provides assistance in enhancing performance through the application of theory.

Studied through a range of different contexts, students will also learn and understand about the impact sports has on our everyday lives; and the reason we do things, why people outperform others – looking not only at the physical aspect but the mental.

The A level also provides students with the opportunity to explore ethical considerations behind the use of drugs in sports, and performance, as well as the influence and impact modern technology has on performers, spectators and officials.



**Miss N Sanders**  
Head of academic PE

*"How many subjects allow you to play sport and enjoy yourselves whilst studying for an A level? Only one, PE... How good is that? If you love sport and want to know more about the intricate details which surround the physiological, psychological and sociological aspects, then this is the subject for you. Not only will you be able to 'play' your sport as part of your exam, you will demonstrate your knowledge and understanding whilst being able to apply it to a sporting context through an examination and a written/verbal analysis."*



# STUDYING ACADEMIC PE AT WOODBRIDGE

It is not a requirement that you should have studied GCSE PE, but students should have at least a grade 6 in biology or an additional science. First team, club, or county level sport is mandatory as either a player/performer or coach.

Students are taught by three experienced teachers with a wealth of knowledge, skills, experience, and passion in teaching A level PE, and who specialise in the specific topics in the syllabus. Most lessons are classroom based, however there is the opportunity of learning the theory through practical lessons to help consolidate knowledge and understanding.

A level PE is a step up from GCSE, and the content is a little more challenging. Students will be expected to undertake an increased amount of independent study during the course; delving deeper into the subject.

Students will also be expected to fully immerse themselves into their chosen sport, whether it is as a performer or a coach. The more students train, play and work hard, the better they will become, and ultimately will reap the rewards.

## COURSE STRUCTURE

### EXAM BOARD: AQA

#### **Paper 1: Factors affecting participation in physical activity and sport**

- » Section A: Applied anatomy
- » Section B: Skill acquisition
- » Section C: Sport and society

#### **Paper 2: Factors affecting optimal performance in physical activity and sport**

- » Section A: Exercise physiology and biomechanics
- » Section B: Sports psychology
- » Section C: Sport and society and technology in sport

#### **Non-exam assessment: Practical performance in physical activity and sport**

Students are assessed as a performer or coach in the full-sided version of one activity  
Plus: written/verbal analysis.

#### **Section A, B & C:**

- » Multiple choice, short answer and extended writing (35 marks each)
- » Written paper
- » 2 hours
- » 105 marks
- » 35% of A level

#### **Internal assessment, external moderation:**

- » 90 marks
- » 30% of A level

The course is broken down into two papers, where paper 1 topics are taught in Year 12 and paper 2 topics in Year 13. The non-exam assessment continues through the two-year course, although the written/verbal analysis commences at the end of Year 12.

Written and verbal coursework accompanies the practical side of the course, which focuses on an analysis of identifying strengths and weaknesses and applying the knowledge gained throughout the course to try to improve upon the weaknesses. Comparing performances to an elite model, aids in the identification of weaknesses.



## **Applied anatomy and physiology**

What happens to our body systems when we exercise? How does exercising at differing intensities affect the body systems? In this section, students focus on the relationship between cardiovascular and respiratory systems and how these systems change prior to, during exercise of differing intensities and during recovery, allowing the body to meet the demands of the exercise.

## **Skill acquisition**

Do you ever wonder how we process information to catch a ball, or the principles required to optimise the learning of new, and the development of existing skills? How various types of feedback can help or hinder our performance? This element of the course focuses on how our learning of new skills takes place and how we process information when learning. Learning theories of various psychologists are studied too.

## **Sport and society**

Do you know how modern sport developed from popular and rational recreation through globalisation in the 21st Century and how social factors impacted on the development of football, tennis and athletics? This section of the course takes students back in time and looks at the industrial revolution through to post World War II focusing on the development of some of the sports we play today.

## **Exercise physiology**

Are we what we eat? Does your diet have an effect on your performance, or can it have an effect? Are your preparation and training methods appropriate in relation to your performance on the sporting field? In this section, students look at types of injury and understand different methods used for injury prevention, rehabilitation, and recovery along with the effects of dietary supplements/ manipulation on performers.

## **Biomechanical movement**

Did you know one can link physics to sport? Who knew? This section of the course enables students to gain an understanding of Newton's three laws of linear movements which can be applied to sporting movements and factors affecting horizontal displacement and flight paths of different projectiles. Students also consider and study the forces which act upon a performer during linear motion, focusing on gravity, frictional force, internal-muscular force and weight.

## **Sports psychology**

Do you ever wonder why you might feel anxious before an important match or competition? Why your personality may suit different sports? What motivates you to play sport and why you might have a positive attitude towards some sports but negative towards others? How stress can impact how we play or conduct ourselves on the sporting field and coping mechanisms to deal with the stress. We delve into the nature v nurture debate and try to understand more about ourselves.

## **Sport and society and the role of technology in physical activity and sport**

How much do you know about the ethics in sport? Is there too much violence in certain sports? Is there pressure on elite athletes to use illegal drugs and doping methods in order to improve their performance? Does the use of technology optimise or hinder performance? This section of the course focuses on the ethics in sport focusing on the Olympic Oath, amateurism, sportsmanship and gamesmanship along with gaining an understanding of National Governing Bodies and sports legislation for performers, coaches, officials and spectators.

The A level specification will equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education.

This will require students to:

- » Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- » Understand how physiological and psychological states affect performance
- » Understand the key socio-cultural factors that influence people's involvement in physical activity and sport Understand the role of technology in physical activity and sport
- » Refine their ability to perform effectively in physical activity and sport by developing skills and techniques by selecting and using tactics, strategies and/or compositional ideas
- » Develop their ability to analyse and evaluate to improve performance
- » Understand the contribution which physical activity makes to health and fitness
- » Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds
- » Play to their strengths and gain dynamic theoretical and practical skills for further education or work.

## WHERE CAN ACADEMIC PE TAKE YOU?

A level PE is a good prerequisite to studying sport at university, whether it is a degree in sports science, physiotherapy, sports rehabilitation, teaching, sports journalism, sports media or sports studies, the list is endless. Even if university is not for you, PE can take you to many more places and professions of your choice, such as coaching or personal training.

Sports Science Teacher  
Physiotherapist Sports PE  
Coaching Sports Development  
Personal Training Athlete

## ACADEMIC PE

Events Manager Leisure  
Centre Operations Outdoor  
Activities Instructor Sports  
Rehabilitation Sports Journalism

## WHAT TO STUDY ALONGSIDE ACADEMIC PE?

At A level, psychology and biology go hand in hand with PE and will be particularly useful when applying for jobs or university courses. Certain aspects of the syllabus link to topics covered in both biology and psychology, so further knowledge can be gained in these areas.

“ There may be people that have more talent than you, but there’s no excuse for anyone to work harder than you do.”

“ Ability is what you’re capable of doing. Motivation determines what you do. Attitude determines how well you do it.”

Interested in finding out more about academic PE at Woodbridge?

Contact: [nsanders@woodbridgeschool.org.uk](mailto:nsanders@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL



# Art

## INTRODUCING ART

The Art Department is built on the philosophy that each student has what it takes to be an artist. A sentiment voiced by Picasso, 'Every child is born an artist, the problem is how to remain one once we grow up.'

We offer an innovative curriculum set around key points of extra-curricular intervention, industry experience and collaboration. Beyond practical skills we are looking to identify, celebrate, hone and distil creativity, work ethic, cognitive agility, steadfastness and forward planning. We look holistically at each artist coming through the ranks and believe we imprint aptitudes and practical skills that increase a person's chance of living a creative and fruitful life; earning money and professional success is an important part but not the only goal. Self-fulfilling independence is the journey and the destination.

Our young people have many contemporary challenges to contend with, including the continued development of AI and its effect on which jobs may become redundant in the future, the complexity of prevalent societal ethics like gender identity and more. Our curriculum is responsive to this too. Our staff (James Hutch, Georgina Chapman-Ross, Lucy Parker, Ruth Leach and Ross Holden) are all practising artists and photographers who bring their contemporary experience to this process.

## Mr J Hutch Head of art

*"Within Woodbridge School Art Department students can feel free to be themselves. Art embraces all disciplines from traditional to contemporary and all media including 2D, 3D, fashion and digital artforms. Our department epitomises a high-quality work in progress; we are committed to adapting to the times and to our students' needs and ambitions. We are seeking not just to facilitate great work but also a knowledge of the visual arts industries that will enable our students to be ideal candidates for further education and career opportunities."*



# STUDYING ART AT WOODBRIDGE

Most of our students will have studied GCSE art and design, but we can make exceptions. A successful artist will need to be adaptable, passionate, skilful, analytical, independent, imaginative, organised and resourceful. The manner in which we teach therefore, aims at the continued development of all of these skills.

There is no prescriptive 'house style' at Woodbridge, quite the contrary – it's imperative that students seek to develop their own artistic personality; it's anticipated and commonplace that our Year 11, 12 and 13 exhibitions feature a mixture of hand-crafted outcomes such as sculpture, installation, fashion, painting, textiles and drawing alongside digital art such as photography, film and animation.

As a department we are an attractive, complementary blend of the traditional and the contemporary, students

are expected to critique each other's work, at times assess their own work and respond practically to teacher/student discussions.

Our A level course constantly pushes the boundaries of what young artists, designers and photographers can produce. We tailor-fit schemes of work to suit individuals and have separate fine art and photography pathways so that students can study both lens based, and non-lens based A levels.

Given our approach and flexibility, we are able to offer students the opportunity to study up to three art based A levels, mostly due to the adaptability of our timetable at Woodbridge School. Each Sixth Form student artist is provided with their own studio space.

## COURSE STRUCTURE

### EXAM BOARD: OCR

1. Induction projects
2. Woodbridge Editions and additional extra curricular opportunities.
3. A level Personal Investigation that includes a Related Study (60% of A level)
4. A level externally-set task (40% of A level)
5. Portfolio preparation



Art is 100% coursework meaning all lessons and homework contribute towards the same task -producing a portfolio of work. The focus of the course is to enable students to become skilful and fulfilled practitioners, rather than just making art to suit an assessment matrix. Homework is clearly an essential part of the course and is designed to maximise the artistic freedom of students. Support is given to students regarding the content and amount they need to produce each week, but the direction of the artists' work is in their own hands.

As the course progresses and develops, the assessment criteria are used to critique work but are not the only determining factors regarding success - self-satisfaction and identity are paramount to us.

There are distinct elements of the course, many of which are unique to Woodbridge School:



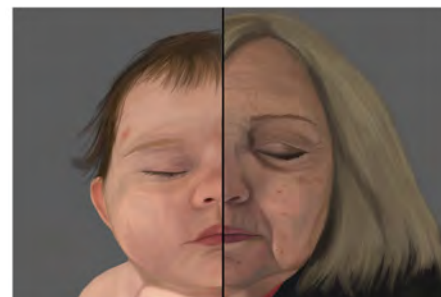
### Induction

Entitled 'New Beginnings' this is a chance to explore widely and gain confidence as an A level artist. There are technical and interpretative challenges, additional masterclasses and contextual research elements to this element of the course.



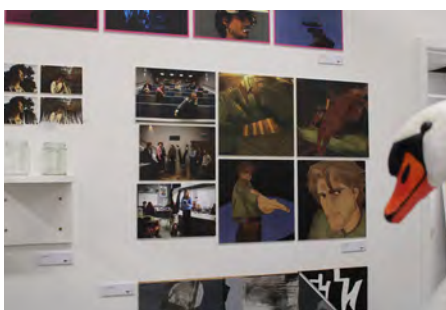
### Externally set task

Artists select and respond to a theme provided by our examination board. This task is shorter than the Personal Investigation, accounting for 40% of the A level and taking place from February to May of Year 13.



### Exhibiting

Over the course of two years during which the A level is completed, each student is encouraged and given the opportunity to exhibit at least six times. Two of these opportunities are to exhibit in a mini gallery called Mini\*Super, two others in a gallery out of School and two more in the Summer Show held at School.



### Personal investigation

The remit for the investigation is the artists' own choice, accompanied by a related study (which involves a short essay); this part of the course accounts for 60% of the A level, and takes place over three terms from November Year 12 to February of Year 13.



### Woodbridge Editions

An industry experience for Year 13 students, this element involves students creating and producing their own limited edition giclee prints which are exhibited and put up for sale (with students receiving 50% of the profits!). The exhibition and sale have become a cornerstone of the Art department.



### University applications

Students are taught about social media, websites, portfolios and interviews for university, as well as given guidance and instruction to hone the persona they give to the world as an emerging artist. This is an integral part of the course.



### Live talks

VAW Live Talks are produced using Instagram Live. These talks enable our art community to interact with a wide variety of diverse professionals living across the globe. The interviews all seek to uncover what helps people succeed in the Visual Arts industries.

### Trips and workshops

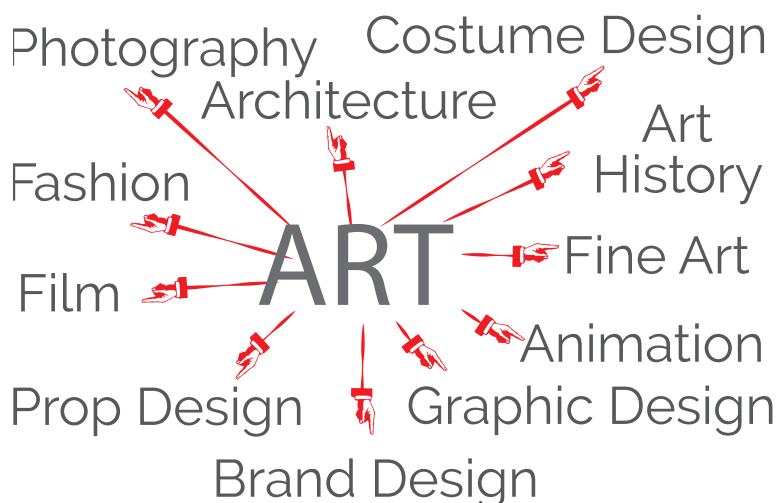
Students attend whole day workshops and get to meet with and talk to a number of visiting artists throughout the course. We also arrange a number of trips, including travelling to London to visit a variety of galleries.

## WHERE CAN ART TAKE YOU?

Over three quarters of our A level students have historically moved on to study an area of the arts at university; this has included film, architecture, illustration, costume design, fine art, history of art, foundation of art and many more. Woodbridge School has been responsible for facilitating successful applications to many world-class art institutions.

But not all students leave for art-based degrees; what is just as important is that our students also leave School to study courses such as English, law, economics, international studies, engineering and more. Art is an enlightening subject with rigour and huge value to further educational institutions and the jobs market. Our overall aim is to open doors for all our artists, to allow them to be themselves and to function on a commanding level practically and conceptually.

Having achieved continuously high A level results over a number of years, including 63% A\* and 100% A\* - A in 2022, attributed to our dedicated, professional and inspiring staff as well as the wealth of resources, workspace and materials students have access to. Students are able to be the best they could possibly be!



## WHAT TO STUDY ALONGSIDE ART?

All subjects are well paired with art. There are many analytical skills used in diverse areas of the curriculum that are fruitfully deployed in the arts. Many students take design and art or photography. Several students also take maths, English, science, philosophy, history and languages alongside the arts. There is no combination of A levels that would not be considered in terms of a combination alongside art.

## WHAT OUR STUDENTS SAY

“

**Holly**

*"Love art, it helps develop own aesthetic sense, really great here, lots of materials and facilities, teachers great and nice, teachers let you make own decision and choose own pathways."*

**Grace**

*"I have really loved the art course at Woodbridge, it's very flexible and tailored to you and what you want to do as an artist/ photographer. What makes it so special is the teachers, they are brilliant, always helping you to do the best you can, really supportive."*

**Charlie**

*"Course had given me immense freedom to express myself, I am always wanting to come in and paint because I love it, and I love it here – not because I have to, it doesn't feel like a lesson. Talks from people in the industry are always great and since teachers have some understanding of the industry, any questions are answered well."*

**Emily**

*"I relish the freedom that our teachers give us throughout the A Level course. We are allowed to choose what we wanted to do whilst having guidance and support from the teachers who gave us ideas if we get stuck."*



Interested in finding out more about art at Woodbridge?

Contact: [jhutch@woodbridgeschool.org.uk](mailto:jhutch@woodbridgeschool.org.uk)  
[admissions@woodbridgeschool.org.uk](mailto:admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBRIDGE  
SCHOOL





# Biology

## INTRODUCING BIOLOGY

Biology provides the opportunity for students not only to study but to understand and link their learning to everyday life; topics covered range from the examination of microscopic organisms to entire ecosystems, from genetics, cells and their components to the exploration of evolution and natural selection. Biology encompasses the study of life itself – exploring theories and principles of living organisms and their systems.

Studying biology provides experiences that arouse students' curiosity through exploration and understanding of a genuinely interesting and exciting course. Understanding societies decisions regarding scientific issues and how the scientific community contributes to the success of the economy and society itself are covered. Arising from recent developments in genetic engineering and disease prevention, students will have the opportunity to understand theories and discover the true impact of biology. Students will be inspired, nurtured and encouraged to question the world they live in.

By providing a solid grounding for analytical thinking, report writing and clear communication, biology presents substantial opportunity that underpins theoretical study, develops teamwork and applies practical skills.

### Dr L Rickard Head of biology

*"The role of biology has never been more important than in the recent past. For example, virologists, epidemiologists, immunologists and statisticians now work together to produce vaccines, considering the economic implications, producing policy responses and examining public behaviours for the benefit of humanity. The A level biology course is current and relevant, containing many different components. If you are naturally curious about the world around you, whether you are interested in working in crime scene examination as a forensic scientist or tackling climate change to avoid environmental catastrophe – biology is for you!"*

## STUDYING BIOLOGY AT WOODBRIDGE

Students will need grade 7 or above in biology GCSE or a grade 7 or above in co-ordinated science.

The A level course is delivered by two experienced teachers, offering students specialist knowledge with variety in teaching styles.

Throughout the course students will have access to the very latest resources including new exam board approved textbooks, microscopes, centrifuges, PCR and gel electrophoresis equipment.

Practical work is an integral part of the course as biology is fundamentally an experimental subject. Students attain many practical skills, assessed as part of their overall progression; these practical experiments enable students to better understand the theory.



## COURSE STRUCTURE

There are eight sections to the two-year course, each beginning with an overview of the topic, putting it into broader biological context, and encouraging understanding of the relationship between topics within the overall subject. Intended to encourage students to take an overarching approach to studying each topic, they are not assessed directly but rather at the end of the two years.

Exams take place at the end of two years' study and will cover all eight topics studied over that period: including both theory and practical skills.

### EXAM BOARD: AQA

#### Year 12: Sections covered:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

#### Paper 1

- » 2 hours
- » 35% of A level
- » Any content from topics 1– 4 including relevant practical skills
  - » Biological molecules
  - » Cells
  - » Organisms exchange substances with their environment
  - » Genetic information, variation and relationships between organisms
- » 76 marks: a mixture of short and long answer questions
- » 15 marks: extended response questions

#### Year 13: Sections covered:

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

#### Paper 2

- » 2 hours
- » 35% of A level
- » Any content from topics 5–8, including relevant practical skills
  - » Energy transfers in and between organisms
  - » Organisms respond to changes in their internal and external environments
  - » Genetics, populations, evolution and ecosystems
  - » The control of gene expression
- » 76 marks: a mixture of short and long answer questions
- » 15 marks: comprehension question

#### Paper 3

- » 2 hours
- » 30% of A level
- » Any content from topics 1–8, including relevant practical skills
  - » Biological molecules
  - » Cells
  - » Organisms exchange substances with their environment
  - » Genetic information, variation and relationships between organisms
  - » Energy transfers in and between organisms
  - » Organisms respond to changes in their internal and external environments
  - » Genetics, populations, evolution and ecosystems
  - » The control of gene expression
- » 38 marks: structured questions including practical techniques
- » 15 marks: critical analysis of given experimental data
- » 25 marks: one essay from a choice of two titles



## WHERE CAN BIOLOGY TAKE YOU?

Biology opens the door to a wide range of degrees and is a dynamic, constantly evolving subject which is relevant to our own life and how we interact with the environment.

A highly respected academic A level, biology is a fundamental foundation for a wide and varied range of careers and professions.

Medicine Healthcare Veterinary Science  
Zoology Botany Biochemistry Biomedical  
engineering Speech Therapy Research  
Science Ecology Conservation Food Science

## BIOLOGY

Microbiology Biogeography Environmental  
Science Agriculture Sports Science Marine  
Biology Biostatistics Nursing Occupational  
Therapy Optometry Pharmacology Physiology.

## WHAT TO STUDY ALONGSIDE BIOLOGY?

Biology can support your study of other sciences and maths, in addition to subjects such as geography and psychology. It may also be studied alongside foreign languages and English. Encouraging analytical and processing skills, it is advantageous in contributing to other subject support as well as for a working life beyond A levels.

## WHAT OUR STUDENTS SAY

### TANYA- YASMINE

“

“I have really enjoyed the A level it covers a range of immensely interesting topics and has allowed me to explore my interest in different areas of the subject. The teachers are also amazing, they always encourage you to do your best and are incredibly supportive, while making complex topics much easier to understand.”

## Interested in finding out more about biology at Woodbridge?

Contact: [Irlickard@woodbridgeschool.org.uk](mailto:Irlickard@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL



# Business

## INTRODUCING BUSINESS

Students will study how business functions inter-relate with each other and how the business as a whole is affected by the external environment. A Level Business aims to develop students' interest in the world of business and develop a variety of skills relevant to their future careers and lives. This will involve the ability to analyse business case studies and form cogent opinions and judgements on key strategic decisions within a firm.

Studying business at A level does not guarantee that one will become a future entrepreneur, but a wide variety of subjects will be covered which can be applied to virtually any work experience that you have in future life.



**Mr J Percival**  
Head of business & economics

*"A level business aims to give students a broad understanding of how businesses function effectively. The standard functional divisions within a firm, such as finance, marketing, production and human resources, are studied in their own right, as well as business applications and models that are relevant today. Students will study key contemporary developments such as digital technology, business ethics, and globalisation throughout the course."*

# STUDYING BUSINESS AT WOODBRIDGE

There is no requirement to have studied business studies at GCSE in order to study business A level at Woodbridge School. The course assumes no prior knowledge, although those who have taken the GCSE course will have some familiarity with some of the terminology, models, and techniques in the A level course.

The finance and accounting parts of the course have a significant amount of numeracy within them, so it is expected that pupils who start the course will have at least a grade 5 in GCSE Mathematics. You must be confident with your ability to read and manipulate sizeable amounts of numerical data. Also given the essay-based aspects of the course, it is sensible to have grade 5 in GCSE English.

The course addresses the following topics:

1. What is Business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance
7. Analysing the strategic position of a Business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change





# COURSE STRUCTURE

## EXAM BOARD: AQA

Students will study business in a variety of contexts (e.g. large/small, UK focused/global, service/manufacturing) and consider the following:

- » The importance of the context of business in relation to decision making
- » The interrelated nature of business activities and how they affect competitiveness
- » The competitive environment and the markets in which businesses operate
- » The influences on functional decisions and plans including ethical and environmental issues
- » The factors that might determine whether a decision is successful e.g. the quality of data and the degree of uncertainty
- » How technology is changing the way decisions are made and how businesses operate and compete
- » The impact on stakeholders of functional decisions and their response to such decisions
- » Use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages)

### Paper 1 - Business 1

- » Duration 2 hours
- » Worth 33.3% of A level
- » Section A – multiple choice
  - » 15 marks
- » Section B – short answer questions
  - » 35 marks
- » Section C and D – essay questions
  - » 25 marks each

### Paper 2 - Business 2

- » Data response
- » Duration 2 hours
- » Worth 33.3% of A level

### Paper 3 - Business 3

- » Data response
- » Duration 2 hours
- » Worth 33.3% of A level

Exams take place at the end of the course. There are three exams of equal weighting, each lasting two hours. There is a combination of multiple choice, short answer, data response and essay questions and students are examined on their conceptual knowledge as well as their ability to apply business models to a given case study context.



## WHERE CAN BUSINESS TAKE YOU?

Studying business need not necessarily lead to the study of a business-related degree at university, although a large number of students taking the business course do proceed to this type of course, often in combination with another subject such as finance or management.

As a social science, it could be a useful preparation for study in many areas and as a third subject it will meet the A level entry requirements for any degree where the subjects to be studied at A level are not specified. Universities offer a wide range of courses that combine business with other subjects such as modern languages, economics, computing and even engineering. These combinations of technical skills and understanding of the business world are positive selling points in a competitive employment market.

Management Marketing Finance  
Accountancy Banking Retail  
Manufacturing Local Government  
Corporate Treasurer Business

## BUSINESS

Development Manager Tax  
Inspector Estate Agency Project  
Manager Insurance Underwriting

## WHAT TO STUDY ALONGSIDE BUSINESS?

Business is normally studied in combination with other arts and social science subjects, such as geography, psychology, sociology, or a language. It would also be a sensible subject choice for pupils who consider themselves likely to end up running their own business.

Business can also be taken alongside Economics, assuming a business orientated degree is the final goal.

## WHAT OUR STUDENTS SAY

### Lakisha

**“** I found business A level at Woodbridge to be my most surprising subject; I unexpectedly, found that I was able to incorporate my own interests with the subject whilst still retaining useful and realistic knowledge of the business world. The subject offers a mixture between hypothetical situations and real-life case studies; interrogating the operations and functions of businesses from Amazon to Depop. It also opened up doors and furthered my opportunities as I had an education that went beyond the walls of the classroom.”



Interested in finding out more about business at Woodbridge?

Contact: [jpercival@woodbridgeschool.org.uk](mailto:jpercival@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBRIDGE  
SCHOOL





# Chemistry

## INTRODUCING CHEMISTRY

Chemistry is the study of chemical reactions and trends in behaviour of elements and compounds. Covering a wide variety of concepts such as the structure of the atom, the interaction of matter and energy, how to control reactions, patterns in the Periodic Table and understanding Carbon-based molecules.

From baking a cake to recharging a mobile phone, chemistry is involved in everything we do and inextricably influences our lives in many ways. Chemistry has been and will always be at the forefront of responding to the needs of society; from advances in the design of new materials to efficient energy production and drug development. Chemistry is required for us to be able to respond to the ever-changing and challenging needs of society.

The A level chemistry course focuses on inorganic chemistry, organic chemistry, physical chemistry and practical analysis. Throughout, students will need to learn facts and build upon a body of knowledge in terms of understanding and application. Students will learn to work independently both theoretically and practically and can pursue areas of interest beyond the specification in preparation for university and further study.



**Mrs A Hillman**  
Head of chemistry

*"Chemistry is all about imagination, because you are dealing with the behaviour of electrons which are so small there is no chance of seeing them - we can only see the results of their actions! To be a good chemist you will need to be able to spot patterns, imagine and apply both practically and theoretically. However, the most important qualities for A level chemistry, are enthusiasm and a desire to investigate and make sense of the world of reactions."*



## STUDYING CHEMISTRY AT WOODBRIDGE

Students wishing to study chemistry will have preferably at least 6 GCSEs at grade 7 or above, including several at grade 8 and 9, preferably in sciences and mathematics.

A level chemistry is a step up from GCSE, and it's no secret that the content is more challenging. Students are expected to undertake an increased amount of independent study during the course which runs for two years; delving deeper into the subject.

Students are taught by two experienced teachers with a wealth of chemistry A level experience stretching back decades. The chemistry teachers are friendly and approachable and they are always on hand to provide support by answering student questions or queries and clarifying explanations.

Chemistry is a hands-on science and students will be involved in carrying out experiments on a regular basis in order to consolidate theoretical studies. Experiments enable students to not only learn and acquire skills needed to use and manage apparatus, but support the development of skills and confidence.

With an excellent range of practical equipment for use in synthetic and analytical chemistry, our classrooms provide the perfect setting for scientists. Students have access to a wide variety of resources to enhance their learning, knowledge and understanding, as well as provide clarity where required.



# COURSE STRUCTURE

## EXAM BOARD: AQA

The course is a mixture of practical and theoretical lessons, and students are also encouraged to read around the subject, either by borrowing from our library of additional material or by reading scientific publications. Encouragement is also shown for students to run with their interests, exploring in more depth where they are curious and sharing their discoveries with fellow classmates.

Year 12 and Year 13 content consist of study of units of physical, inorganic and organic chemistry, which run in conjunction with set practicals and additional practical tasks.

### Development of practical skills in chemistry

Part of the course is a Practical Endorsement, showing development of experimental skills over the two years, and practical techniques feature widely in the exams. With state of the art equipment at Woodbridge, students will use numerous experiments to illustrate theoretical patterns and pathways.

## Year 12

### Physical chemistry

Ever wondered why elements react the way they do? Why are diamond and graphite so different? Why is potassium so reactive? Study of atomic structure and bonding and the applications to trends in behaviour explain the properties of materials and allow us to predict trends and patterns. Study the energy changes resulting from reactions - as bonds are broken and formed there are energy changes that can be calculated both practically and theoretically. How can those energy changes be measured and what do they mean?

### Inorganic chemistry

Here students will discover periodicity - the repeating patterns in the periodic table. Why is the periodic table organised the way it is? How can we use it to predict reactions? We study the chemistry of Group II and VII.

### Organic chemistry

This module provides an introduction into the wonderful world of carbon compounds. How organic molecules react and how we can start to understand reaction mechanisms. Ever wondered why molecules with a double bond are more reactive? Ever wondered why CFCs were banned? The answer to these questions and more will be found.

## Year 13

### Physical chemistry

From chaos to order - this module deals with reversible reactions enthalpy and entropy changes, redox and complex ions. Student will understand why vinegar is good on chips but hydrochloric acid isn't. Why does everything naturally get less tidy? How can chemical reactions be turned into electricity? (It's the behaviour of those electrons again!)

### Inorganic chemistry

Why are copper compounds blue (except when they aren't!)? How does the behaviour elements change across the periodic table? Why do some things dissolve and others form precipitates? Why are the transition metals so different from other metals?

### Organic chemistry and analysis

Ever considered a career in development of medicines or materials? Students learn to devise synthetic pathways to use simple molecules to make more complicated organic products. Learning about how the way bonds are arranged affects biochemistry and how we can develop useful molecules to make everything from aspirin for a headache to a new chassis for an F1 car.

This module also looks at how molecules can be purified and then analysed in spectroscopy and how this information can be used for forensic analysis and problem solving.

**External exams take place at the end of Year 13 and include three papers:**

### Paper 1: Physical and Inorganic chemistry

- » 120 minutes
- » Structured questions covering theoretical and practical aspects of inorganic and physical chemistry

### Paper 2: Physical and organic

- » 120 minutes
- » Structured questions covering theoretical and practical aspects of organic and physical chemistry

### Paper 3: Unified chemistry

- » 120 minutes
- » Multiple choice and structured questions on any aspect of the course theoretical or practical

## WHERE CAN CHEMISTRY TAKE YOU?

A highly respected and recognised A level, chemistry provides a broad variety of tested skills which appeal to a great many universities and courses; chemistry A level allows students access to a wide range of options for degree study, as well as a vast array of rewarding careers.

Civil Engineering Electrical Engineering  
Mechanical Engineering Chemical Engineering  
Physics Engineering Armed Forces Business  
Finance IT Academic Researcher Acoustic

## CHEMISTRY

consultant Astronomer Clinical scientist, medical  
physics Geophysicist Higher Education Lecturer  
Metallurgist Meteorologist Nanotechnologist  
Radiation Protection Practitioner Research scientist

## WHAT TO STUDY ALONGSIDE CHEMISTRY?

Often described as a 'central science' chemistry is often combined with either physics or biology and is a compulsory choice for any student interested in pursuing a career in medicine, dentistry and/or veterinary science; as well as science-based degrees such as pharmacy, pharmacology and biochemistry.

## WHAT OUR STUDENTS SAY

### Aryan

**“** *I joined Woodbridge in Sixth Form on the Richard Ward Bursary for STEM Excellence and am currently studying medicine at University College London. At school, I was given the opportunity to explore my interest in the natural sciences well beyond what was required. My passion was nurtured by some of the kindest, most creative, and supportive teachers that I have ever been taught by. The lessons are broad and varied; you learn the multidisciplinary imprint of chemistry alongside its important applications. There are plenty of practicals, which equip you well for experimental and analytical thinking at university. Mrs Hillman and Mrs McNally are wonderful chemistry teachers. I would not be where I am now without their gentle encouragement and excellent lessons.”*

**Interested in finding out more about chemistry at Woodbridge?**

Contact: [ahillman@woodbridgeschool.org.uk](mailto:ahillman@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBIDGE  
SCHOOL**





# Classical Civilisation

## INTRODUCING CLASSICAL CIVILISATION

**The study of ancient Greek and Roman civilisation, classical civilisation A level covers a wide selection of disciplines including literature, archaeology, history and art.**

Providing an understanding of some of the oldest and most interesting and engaging art and literature ever produced, students taking this course will gain a deep insight into the world of the ancient Greeks and Romans, learning and appreciating how this historical civilisation underlies our modern cultural outlook.

Studying classical civilisation provides a great deal of valuable transferable skills including logical analysis, clarity of expression, contextual interpretation, persuasion and a breadth and balance in assessing and presenting complex information.



**Miss A Wright**  
Head of classics

*"Classical civilisation A level is ideal for students who are interested in mythology and the ancient world, but who are less confident linguistically. No foreign languages are required to study the subject, instead, you will focus upon literature in translation, archaeological evidence and art. The course itself is a stimulating mix of literature, Greek religion and Greek art."*

## STUDYING CLASSICAL CIVILISATION AT WOODBRIDGE

Classical civilisation has no specific entry requirements other than those required for entry to sixth form. Classical civilisation GCSE is not a requirement, and no knowledge of Latin or Greek is necessary for this course - everything is read in English.

It is important to be able to communicate knowledge and understanding effectively, so subject-specific essay skills are taught during the course.

Teaching tends to be done in small groups and is often discussion-based. Lessons on Greek and Roman art and material culture involve learning new skills of observation and analysis and applying them within a historical narrative of change and development. Class discussion and debate is a huge part of studying classical civilisation, and forms an enjoyable aspect of the course.



# COURSE STRUCTURE

## EXAM BOARD: OCR

In Year 12, students study the Greek religion module and the first half of the world of the hero module. In Year 13, students study the Greek art module and the second half of the world of the hero module.

### Greek religion:

Teaching focuses upon what the Greeks believed and why. As well as studying the major archaeological sites of Athens, Delphi and Olympia, students also consider religion and society, festivals and ritual, the nature of the gods, and Greek philosophical beliefs about religion. One of the most exciting parts of this module is the chance to study archaeological evidence (particularly Greek temples) and to learn how to use it to support your arguments.

### The World of the hero:

Students study two epic poems (in a prose translation). Homer's *Odyssey* traces Odysseus's struggle to get back to his homeland after the Trojan War. Virgil's *Aeneid* follows the hero Aeneas as he flees Troy as a refugee. As well as studying the events and challenges which each hero faces (witches, one-eyed monsters, warfare and love-affairs), we also consider wider questions such as the role of the gods, the importance of Fate, and relationships between men and women.

### Greek art:

Students have the chance to study some of the finest and most influential art ever produced. The focus of this module is upon learning how to interpret different forms of Greek art, understanding how Greek art developed over time, and studying how stylistic features can be used to reflect mood and emotion. As well as free-standing statues and vase-painting, students also consider architectural sculpture, which links well to the Greek religion module.

A level classical civilisation does not involve any coursework, there are three exams which take place at the end of the two-year A level course:

#### Greek religion

- » Written examination
- » Worth 75 marks
- » 1 hour 45 minutes
- » 30% of the A level

The examination consists of two sections:

Section A consists of short questions and two 10-mark commentary questions based on stimulus images or passages from the prescribed sources. There is also a shorter 20-mark essay question which takes one or both sources as its starting point.

Section B contains a choice of 30-mark essays.

#### The world of the hero:

- » Written examination
- » Worth 100 marks
- » 2 hours 20 minutes
- » 40% of the A level

The examination consists of three sections:

Section A focuses solely on Homer and includes a 10-mark stimulus question and a 20-mark essay.

Section B contains questions focusing solely on Virgil's *Aeneid* and includes a 10-mark stimulus question and a 20-mark essay.

Section C contains a 10-mark stimulus question in which students draw on both a passage from Homer and one from Virgil. There is also a choice of 30-mark essays.

#### Greek art

- » Written examination
- » Worth 75 marks
- » 1 hour 45 minutes
- » 30% of the A level

The examination consists of two sections:

Section A consists of short questions and two 10-mark commentary questions based on stimulus images from the prescribed sources. There is also a shorter 20-mark essay question which takes one or both sources as its starting point.

Section B contains a choice of 30-mark essays.



## WHERE CAN CLASSICAL CIVILISATION TAKE YOU?

Classical civilisation can lead on to a wide variety of courses at university. As well as continuing with classical civilisation, recent Woodbridge students have gone on to study English, fine art, war studies, geography, art foundation and animation.

Classical civilisation counts as a facilitating subject for Russell Group universities (i.e. one which is highly regarded as teaching the necessary skills for university).

Secret Services Law Politics  
Writing/Journalism Civil Service  
Armed Services Drama Teaching

## CLASSICAL CIVILISATION

Archaeology and Music AI –  
especially technical writers

## WHAT TO STUDY ALONGSIDE CLASSICAL CIVILISATION?

Since the three strands of the course cover very different topics, classical civilisation combines well with any other A level subject.

Classical civilisation is particularly popular with those who are taking English literature, drama, history, religious studies, art or photography, but students taking social sciences (such as psychology), geography, economics, and French or Spanish have all enjoyed combining these with classical civilisation.

## WHAT OUR STUDENTS SAY

“

*Henry*

*“Classics is a brilliant department at Woodbridge, with great opportunities to study Latin, classical civilisation, and, most unusually, Ancient Greek as well. The teaching is hugely enthusiastic and inspiring, and they really push you to do your best. There is something in classics at Woodbridge for everyone, whether you prefer language, literature, history or even archaeology.”*



**Interested in finding out more about classical civilisation at Woodbridge?**

Contact: [awright@woodbridgeschool.org.uk](mailto:awright@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBIDGE  
SCHOOL**



# Computer Science



## INTRODUCING COMPUTER SCIENCE

If you enjoy solving problems and have a mathematical and logical brain, an A level in computer science may be the course for you.

Learning the fundamentals of computation and algorithms, from computer programming to networking and databases, computer science is a challenging and fast-paced subject. Students will learn a range of skills and be provided with access to the tools required to do so.

The course is based fundamentally on problem solving and solution development, breaking down a big problem into individual programmable steps.

Providing the basis for the promotion of good programming practices such as avoiding global variables, sensible variable naming, structured programming, positive recycling of code through procedures and functions as well as proper commenting of code. Higher level concepts such as the social and legal impact and implications of computers are also covered on the course.

### Mr J Harrod

Head of Computer Science

*"Studying Computer Science equips students with the programming and theoretical skills to solve the problems of the future, preparing them for a tech driven future job market. Students will learn and experience a wide range of programming languages and methods which are all industry standard."*



## STUDYING COMPUTER SCIENCE AT WOODBRIDGE

Students wishing to study computer science will need at least 8 GCSEs at grade 7 or above, including mathematics at grade 7 and preferably a modern language at grade 6 or above.

Students have access to an excellent range of practical electronic and physical resources for use in computer science. Up to date textbooks are used and a wide variety of materials from sources such as the British Computer Society, Computing at School and others.

The A level course is delivered by three experienced A level teachers per class, offering students specialist knowledge and variety in teaching style and delivery of the course.





# COURSE STRUCTURE

## EXAMINATION BOARD: AQA

The course includes and covers:

- » Fundamentals of programming
- » Fundamentals of data structures
- » Fundamentals of algorithms
- » Theory of computation
- » Fundamentals of data representation
- » Fundamentals of computer systems
- » Fundamentals of computer organization and architecture
- » Consequences of uses of computing
- » Fundamentals of communication and networking
- » Fundamentals of databases
- » Big data
- » Fundamentals of functional programming
- » Systematic approach to problem-solving

The course is divided into two complementary sections, programming and theory.

### Programming

Students learn a programming language, covering the fundamentals of programming, data structure, algorithms and object-orientated programme design.

### Theory

Students learn about internal workings of a computer, from the basics of how all data is stored using binary, if the data consists of numbers, text, pictures or music. Aspects of computer architecture are explored, demonstrating access of data from main memory using assembly language instructions and the fetch-execute cycle.

Exams take place in the summer of the second year of the course, consisting of two exam papers each worth 40% of marks, plus a non-exam assessment which takes place over approximately 12 weeks, worth the remaining 20%. The non-exam assessment involves students deciding their own project which will involve creating a program to solve a problem, such as writing a computer game, making a mobile phone app or an investigation into machine learning.

### Paper 1: On-screen exam

Assessing a student's ability to program, as well as their theoretical knowledge of Computer science from subject content:

- » Fundamentals of programming
- » Fundamentals of data structures
- » Fundamentals of algorithms
- » Theory of computation
  - » 2 hours 30 minutes
  - » 40% of A level
  - » A series of short questions and write/adapt/extend programs in an electronic answer document.

### Paper 2: Written exam

Assessing a student's ability to answer questions from subject content:

- » Fundamentals of data representation
- » Fundamentals of computer systems
- » Fundamentals of computer organization and architecture
- » Consequences of uses of computing
- » Fundamentals of communication and networking
- » Fundamentals of databases
- » Big data
- » Fundamentals of functional programming
  - » Compulsory short answer and extended answer questions
  - » 2 hours 30 minutes
  - » 40% of A level

### Non-exam assessment:

Assessing the ability to use the knowledge and skills gained through the course to solve a practical problem, covering:

- » Systematic approach to problem solving
- » 75 marks
- » 20% of A level

## WHERE CAN COMPUTER SCIENCE TAKE YOU?

Computer scientists are highly sought after in almost all industry sectors, and so this A level is highly desirable and advantageous for many degree courses including computer science, biology, chemistry, economics, engineering, geology, mathematics, materials science, medicine, physics, psychology and sociology.

The vast majority of businesses depend on computers to function effectively, and employment opportunities include anything from games development to IT management and communications services. Computer science graduates have access to a broad range of career opportunities.

Following university there are a bounty of fields of study and professions for consideration from robotics and cloud computing to ethical hacking and computer game development. The world relies so heavily on computers, and this will only increase as time goes on, a good understanding of computers and how they work and are coded would be a definite advantage for a great deal of future career aspirations.

Application Analyst Applications Developer Cyber  
Security Analyst Data Analyst Forensic Computer  
Analyst Game Designer Games Developer Game

## COMPUTER SCIENCE

Designer Game Developer Web Designer Web  
Developer UX Designer Systems Analyst Machine  
Learning Engineer Software Engineer Nanotechnologist  
Business Analyst Telecommunications

## WHAT TO STUDY ALONGSIDE COMPUTER SCIENCE?

Mathematics, further mathematics, physics and economics combine well with computer science A level; a combination of mathematics is a pre-requisite at many universities for students wishing to take a degree in computer science.

Interested in finding out more about computer science  
at Woodbridge?

Contact: [jharrod@woodbridgeschool.org.uk](mailto:jharrod@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL



# Design

## INTRODUCING DESIGN

An exciting, diverse, and innovative course, A level design encourages students to think and explore beyond the normal realms of creativity, learning and applying a variety of techniques and processes in order to expand their skill set, as well as to helping to communicate design ideas through different mediums.

The course offers both graphic communication and three-dimensional design, and students will choose which of these they wish to focus upon within the first few weeks of the course. However, Year 12 is a great learning curve year; the perfect time to experiment and explore different techniques and processes and often, graphic communication and 3D design cross over.

Students can anticipate a flexible curriculum in terms of stringency; depending on factors such as developments in design and technology, new connections made with industry, new skill sets within our department, as the subject continuously grows and develops, we remain flexible in our approach.

Students develop their skills in both hand generated and digital techniques. Exploring both traditional and modern methods enables students to create a wide variety of design responses, which may include developing concepts for company branding and promotion, product design, packaging design, architecture and interactive design such as webpages and apps, game concepts, illustration and so much more.



**Mrs D Cracknell**  
Head of design

*"Do you like being creative with a purpose? Do you prefer drawing, making, and inventing? Our design course is the perfect fit for any student who is naturally creative, practically minded and goal oriented. As a department, we are passionate about our innovative approach to everyday design solutions, so a perfect blend of both artistic and creative approaches are taught harmoniously alongside technical, practical and theoretical skills. Studying design is the perfect steppingstone into a plethora of relatable degree courses, apprenticeships, and careers. Study design and you will leave as a confident design student with a strong set of knowledge and skills ready to apply and develop further after sixth form."*



## STUDYING DESIGN AT WOODBRIDGE

Students wishing to study design at Woodbridge will need GCSE grade 6 or above in design and technology or art and design, and a genuine interest in the subject.

The course is studied over two years, and students work with two teachers each taking responsibility for their specialism: graphic communication or 3D design. Graphic communication students typically study branding, identity and promotion, packaging design, video creation and editing, illustration, and typography. Three-dimensional students typically study architectural design, product design, furniture design and body adornment. Within all of these areas, consideration is given towards both traditional methods and in the advancement of technology and social trends. Where possible, students are also introduced to people within the design profession, which is an extremely valuable experience, and can be a perfect talking point for university interviews and the like.

The course requires students to take leadership of their work under the careful guidance of their teachers and they should develop their work independently outside of the classroom. Unlike many other courses, students at Woodbridge are given the freedom to explore personal areas of interest within the framework of their chosen discipline, resulting in individual and completely original work.

All A level design students are also expected to attend at least two design clinic sessions per week to aid in the progression of their work. Outside of timetabled lessons, these sessions provide the opportunity for students to seek additional support from teachers, due to the demanding nature of the A level these sessions are vital in order to assist students with development of a high quality body of work. Furthermore, sixth form design students are encouraged to spend as much time as they can in the department during study periods too, and there is always a place for them to work, either in a free workshop or alongside the department technician if specialist assistance is required.



## COURSE STRUCTURE

### EXAM BOARD: AQA

---

With a strong design foundation firmly in place, all A level students begin the course with a series of small design and make projects; but these are not fixed in terms of brief or delivery, and change year on year based on opportunities available.

Recording clearly the progress of their ideas through drawing and written annotation, the purpose of this introduction is to support students in establishing a good understanding of the expectations of the course as well as providing the opportunity for baseline assessment. This provides teaching staff with firm identification of strengths and weaknesses at an early stage, in order to provide support where it's required, tailored to the individual.

As the year progresses, the projects become more in depth in order to prepare the students for the Personal Investigation project which is worth 60% of the final A level grade, towards the end of the first year of the course. Beginning this project at the end of Year 12 enables students to make a strong start with the project as well as undertake vital primary contextual research over the summer break ahead of Year 13.

The second year of the course is spent completing this project, submission due in January. After this, students start the externally set assignment which is worth 40% of the final A level grade, culminating in a 15-hour final exam whereby the final piece is created and presented.

#### **Year 12 (September to June)**

Over the course of the first year, students work on a range of different projects designed to develop skills, knowledge and confidence with a vast range of practical and theoretical techniques, processes and mediums. Projects may differ year on year as the course looks to provide information on new approaches as well as opportunities to connect with industry professionals, and while all projects are structured with a design brief, students are highly encouraged to tailor their responses to their own styles and interests, thus making their work personal and unique to them.

Furthermore, students are required to clearly record and evidence the journey of their design process in an A3 size portfolio and often this is communicated through research, drawings, photos of prototypes and making, digital responses and written annotation.

Our department is well resourced and equipped with a wide variety of materials, tools, and machinery and so the possibilities of what we can produce are endless. And if ever more specialist materials or equipment is required to reach a desired result, we always look for ways to make that realisation possible.

Year 12 is really such an exciting time to have fun experimenting with a range of techniques and methods, all while developing a vast range of skills alongside building an outstanding portfolio.

#### **End Year 12 into Year 13**

Towards the end of the first year of the course (around June time), students embark on their first assessed major project called the 'Personal Investigation'. This is worth 60% of the final A level grade and includes a 1000-3000 word written element. Beginning this project at the end of Year 12 enables students to make a strong start with the project as well as undertaking vital primary contextual research over the summer break ahead of Year 13. Students can choose the theme of this project and with careful negotiation and guidance from us, all students will investigate an area of design that they are personally interested in.

In Year 13 students will continue working on the Personal Investigation project, with submission due in January. After this, students start the Externally Set Assignment (a choice of several tasks set by the exam board) which is worth 40% of the final A level grade and culminates in a 15-hour final exam whereby a final piece is created.

## WHERE CAN DESIGN TAKE YOU?

Students can develop a strong portfolio during this course in readiness for most design related degree courses such as architectural design, product design, interior design, fashion, graphics, illustration, game design, the list is endless.

The development and acquisition of research skills, as well as the ability to progress and manage work independently are also very useful attributes to support applications into many other degrees and courses.

Fashion Furniture Design Product Design  
Digital Media Graphics Architecture  
Automotive Engineering Aeronautical

## DESIGN

Engineering Photographer User Experience  
(UX) Designer Interior Design Art Director  
Advertising Manager Promotions Manager

## WHAT TO STUDY ALONGSIDE DESIGN?

There are many complimentary subjects to choose from and really, design sits well with most areas of study. Typical A level subject combinations with design include art, photography, mathematics, physics, English literature and history.

## WHAT OUR STUDENTS SAY

“

Prin

*"I have really loved the design/graphic course at Woodbridge, it helped you explore multiple styles of creativity that will improve your final outcome and it's very flexible and tailored what you want to do within the projects. What makes it so special are the teachers and staffs, they are brilliant, always helping you to do the best you can, really supportive and keep believe in you to the very end."*



Interested in finding out more about design at Woodbridge?

Contact: [dcracknell@woodbridgeschool.org.uk](mailto:dcracknell@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL





# Drama & Theatre

## INTRODUCING DRAMA & THEATRE

Oscar Wilde declared, "I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being."

Theatre is a radical and influential art form. Its roots lie deep in the ancient world but its relevance to contemporary life is urgent and ongoing. Theatre enables different cultures and societies to confront the most important issues of our time, it provides a crucial space to laugh, to dream, and dare to project different worlds.

A successful theatre maker will need to be driven, passionate, determined, creative, analytical, empathetic, and adaptable. They need to have vision and craft, to work well under pressure and enjoy working with other people.

Studying drama provides students with a broad set of skills that are in demand across many industries and careers, including teamwork, working well under pressure and meeting deadlines as well as encouraging and increasing creative/critical thinking. Students will improve their ability to self-motivate, negotiate and manage conflict, as well as develop presentation and verbal communication skills, key attributes and abilities to have beyond Sixth Form.



**Miss G Mayes**

Head of drama & theatre

*"For me, theatre is about people in a room together. It is about creating a family. Over the last decade I have had the privilege of working with hundreds of young creatives whose imagination, flair and dedication have profoundly impacted our department, helping shape what it has become today. We strive to give agency to young theatre makers and performers of the future, supporting them on their journey from apprentice to master craftsman."*

## STUDYING DRAMA & THEATRE AT WOODBRIDGE

Studying drama and theatre at Woodbridge is a chance to unlock and explore your creativity. It will enable you to examine some of the most influential play texts, trailblazing practitioners, and inspiring theatre makers in the industry today. Drama and Theatre A level at Woodbridge has proven to equip young creative individuals with high quality exposure to Drama and Theatre in the early stages of their professional career.

No two years are the same, as the theatre students make at Woodbridge is inspired by the world around them, it is about tapping into the zeitgeist and making work for a contemporary audience. At Woodbridge students have access and are exposed to a rich combination of practical workshops and critical seminars, nurturing our students' creativity with exposure to professional live theatre and workshops with industry professionals. In the past award-winning and internationally acclaimed companies have visited the School, including Gecko, Wise Children and Frantic Assembly; giving students a first-hand experience of what it is like to work in a professional rehearsal room whilst gaining insight into the creative processes collaborators and performers use when creating a show. These opportunities have a profound impact on the quality of work students go on to produce.

Beyond the curriculum students will have the opportunity to go on multiple theatre trips, including a yearly all-day London trip, where students enjoy a matinee, evening performance and a theatre tour, and a biennial summer trip to the prestigious Edinburgh Fringe Festival. The Seckford Theatre also doubles as an impressive cinema venue allowing us to screen and share archive productions. Workshops with visiting companies alongside drama and LAMDA staff happen throughout the course.

Woodbridge drama is renowned for the diversity and professional quality of its extracurricular programme. Each year students from Year 12 and 13 can get involved in the Sixth Form production. Recent productions have included:

- » Romeo & Juliet
- » A Christmas Carol
- » A Monster Calls
- » Nell Gwynn
- » One Man, Two Guvnors
- » Everyman

Students also have the opportunity to get involved in our biennial whole school musical. Previous productions have included:

- » Grease
- » The Sound of Music
- » Little Shop of Horrors

Participation outside the curriculum is the perfect way for students to enrich their own creativity whilst stretching their performance skills, as well as having fun and being part of a wider community.

With both members of the drama department having taught drama at undergraduate level we are uniquely placed to support students with personal statements and interview preparation for university and Drama School. Drama and LAMDA staff also have extensive experience in helping support those keen to audition for drama school.

Most of our students will have studied GCSE drama, but we can make exceptions. Grade 6 or higher in English is also desirable.





## COURSE STRUCTURE

### EXAM BOARD: AQA

A level Drama and Theatre is broken into three components

1. Drama and Theatre
2. Creating Original Drama
3. Creating Original Drama

Students will produce and perform work in the professional context of the School's state-of-the-art Seckford Theatre, developing a wide range of creative, critical, and practical skills, supported by the drama staff, including our full-time theatre technician.

**Component 1** offers students the opportunity to demonstrate their knowledge and understanding of drama and theatre. As part of this component students study and explore Sophocles' *Antigone* and Steven Berkoff's *Metamorphosis*, from a performance, directorial and designer's perspective.

They also learn to analyse and evaluate the work of live theatre makers, articulating their understanding of how performers communicate meaning to an audience. All written tasks are underpinned by clearly structured seminar style lessons, with regular exam style questions preparing students for the demands of the written exam.

**Component 2** offers students the opportunity to create a devised piece which must be influenced by the work and methodologies of one prescribed practitioner

Popular practitioners have included: Artaud, Complicité, Gecko, Kneehigh, Punchdrunk and The Paper Birds. This work is accompanied by a Working Notebook documenting and exploring the creation, development, and refinement of ideas during the creative process.

**Component 3** offers students the opportunity to practically explore and interpret extracts from three plays. The current plays of choice are *Top Girls* by Caryl Churchill and *Nell Gwynn* by Jessica Swale.

The third play is selected by students (with support from Drama staff) and the extract of choice is presented as a group performance with the methodologies of a prescribed practitioner applied. This work is accompanied by a Reflective Report in which students analyse and evaluate their theatrical interpretation of all three extracts studied.



Preparation for this component begins in Year 12 and continues into Year 13  
Written Exam - 3 hours  
40% of A level

This component is completed in Year 12  
Performance and Working Notebook  
30% of A level

Completed in Year 13  
Performance and Reflective Report  
30% of A level



## WHERE CAN DRAMA & THEATRE TAKE YOU?

Drama students can move onto studying drama as part of a single or joint honours degree at leading universities, or may choose to train at Drama Schools.

However, not all students leave for drama-based degrees; and drama and theatre is also a facilitating A level, supporting students to pursue courses in English, law, history, anthropology, politics and more.

Playwriting Broadcast Drama Therapist  
Television Stage Theatre Director  
Theatre Stage Manager Teacher

### DRAMA & THEATRE

Critic Acting Event Planner Director  
Community Arts Worker Theatre Technician

## WHAT TO STUDY ALONGSIDE DRAMA & THEATRE?

There is no subject that drama does not work well alongside. Historically, a number of students have also taken history, English, philosophy, psychology and languages but some have also studied maths, economics, business and science.

# LAMDA

Students often participate and study LAMDA alongside drama and theatre A level. LAMDA is an awarding organisation, offering world-renowned qualifications in communication and performance and inspiring the next generation of confident communicators through examinations in drama, literature, and poetry.

Learners delve into characterisation and develop strong speaking skills during the acting module; one of the most popular exams.

Students also have the opportunity to develop their public speaking skills, developing the confidence to deliver powerful and engaging speeches; building the foundations of effective public speaking.

Lessons run throughout the day and are offered in half hour sessions; students can work towards an examination where they can receive UCAS points.

*Susan Lockwood teaches LAMDA having originally trained as an actor, she has been teaching LAMDA for over 25 years; she is also an examiner and teaches Spoken Voice having taught in a British Drama School in London as well as teaching vocal health on the SCITT program. Having recently completed an MA in voice pedagogy she is passionate about the authentic voice.*

### WHAT OUR STUDENTS SAY



### Charlotte

"Drama at Woodbridge school is incredibly special. Not only does it provide you with life long skills; the confidence to address large groups of people, as well as work closely and creatively with a group, it is also a brilliant contrast in your timetable that works your mind in a completely different way. The teachers are excellent, and produce top A level grades year after year, but most importantly is the strong sense of family you come away with after two years of studying. I will truly miss my class and teachers from A level drama, but have no doubt that I will continue to visit and watch the exciting productions to come."

## Interested in finding out more about drama & theatre at Woodbridge?

Contact: [gmayer@woodbridgeschool.org.uk](mailto:gmayer@woodbridgeschool.org.uk).  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL



# Economics



## INTRODUCING ECONOMICS

Economics is the study of how individuals, industries and businesses allocate resources, exploring historical and contemporary events as well as potential future challenges.

Regardless of ambition in terms of career, many students find economics of benefit in terms of understanding the economic world; from understanding the concepts of inflation to the economic impact of unemployment. A far-reaching discipline, economics is growing in popularity both nationally and within Woodbridge School.

The course is organised around the traditional distinction between microeconomics (the study of firms, individuals, and their interaction in markets) and macroeconomics (the study of the economy in aggregate looking at growth, unemployment, inflation, international trade and government policy in relation to these areas).

Economics will give you an excellent understanding of how economies allocate resources to meet the needs and wants of people in the economy.

## Mr J Percival Head of economics

*"The economy and economic decisions affect all of us, and an understanding of economics is a useful attribute in any career."*

*"Students undertaking the course should feel they are better able to interpret the world around them, in particular being able to engage in debates of critical importance to them in a new global economy."*

During the course, students will develop an understanding of the economic problems which face individuals, firms and governments on a local, national, and global level; as well as the alternative ways these problems can be resolved.

Studying economics involves consideration, debate and communication of students' knowledge of and response to many questions and topics including:

**Microeconomics:**

- » Price determination and the role of markets
- » Labour markets and the study of income and wealth inequality
- » Market failure and government intervention
- » The theory of the firm, competition, and monopoly

**Macroeconomics:**

- » Economic growth
- » Unemployment and Inflation
- » International trade and protectionism
- » Fiscal, monetary, and supply-side policies
- » The role of the financial sector

## STUDYING ECONOMICS AT WOODBRIDGE

There are no formal requirements for the study of economics at Woodbridge, nor is any previous study of the subject (or business studies GCSE) a requirement. However, it is recommended that students have at least grade 7 GCSE mathematics, alongside a real curiosity about the world.

Woodbridge seeks to develop students' capacity to analyse and apply economic theory in a practical context, and to evaluate effectively aspects of decision-making by consumers, firms and governments using a wide range of economic models and principles. The overall aim is to inspire students to see economics as a dynamic, real world-centred subject and one which has the capacity to engage and challenge them.





# COURSE STRUCTURE

## EXAM BOARD: AQA

Throughout the course students will study and learn about micro and macro economics.

### Content includes:

1. Micro economics: Individuals, firms, markets and market failure
  - » Economic methodology and the economic problem
  - » Individual economic decision making
  - » Price determination in a competitive market
  - » Production, costs and revenue
  - » Perfect competition, imperfectly competitive markets and monopoly
  - » The labour market
  - » The distribution of income and wealth: poverty and inequality
  - » The market mechanism, market failure and government intervention in markets
2. Macro economics The national and international economy
  - » The measurement of macroeconomic performance
  - » How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
  - » Economic performance
  - » Financial markets and monetary policy
  - » The international economy
3. Synoptic: Economic principles and issues
  - » All content from 1 and 2 above

Exams take place at the end of the two-year course. There are three examinations each of two hours in duration and with equal percentage of marks, all are compulsory. Each paper has a combination of data response, essay questions, multiple choice questions, and calculations.

The theme is the application of economic theory through a variety of real-world contexts.

### Unit 1 Written exam:

- » 2 hours
- » 80 marks
- » 33.3% of A level
- » Section A: data response questions requiring written answers, choice of one from two contexts
  - » 40 marks
- » Section B: essay questions requiring written answers, choice of one from three
  - » 40 marks

### Unit 2 Written exam:

- » 2 hours
- » 80 marks
- » 33.3% of A level
- » Section A: data response questions requiring written answers, choice of one from two contexts
  - » 40 marks
- » Section B: essay questions requiring written answers, choice of one from three
  - » 40 marks

### Unit 3 Written exam:

- » 2 hours
- » 80 marks
- » 33.3% of A level
- » Section A: multiple choice questions
  - » 30 marks
- » Section B: case study questions requiring written answers
  - » 50 marks

## WHERE CAN ECONOMICS TAKE YOU?

Economics are the second highest paid graduates by degree discipline and can lead to a wide range of careers in economics and finance-related professions. Skills and knowledge learned throughout the course relate to a number of career destinations.

Economist Finance and Banking Financial  
Risk Analyst Financial Planner Forensic  
Accountant Investment Analyst  
Statistician Stockbroker Civil Service

## Economics

Diplomacy Economic/Political Journalism  
Government and Politics Management  
Consultancy Policy Development and  
Management Quantity Surveying

## WHAT TO STUDY ALONGSIDE ECONOMICS?

Students at Woodbridge take economics alongside a range of other subjects; from science to art subjects. Some find that the logical and numerical skills of mathematics are a useful combination, whilst others find that geography (especially the human elements) complement economics well. The behavioural economics part of the course is one which would also appeal to those who are keen to explore the nature of human behaviour and some of the applications of psychology which also exist in economics.

## WHAT OUR STUDENTS SAY

### THOMAS

*"Economics has been such an interesting subject to study at A level; particularly with everything going on in the world at the moment. The course itself is constantly updated and so you never feel like you are covering 'irrelevant' or outdated topics. This, paired with teachers who are passionate about the subject, makes each lesson very engaging. Studying economics has certainly broadened my perspective on the wider world and I look forward to pursuing it further at university."*

### CHARLOTTE

*"Studying economics has given me an insight into the mechanisms of the world that I don't believe can be matched via any other subject. I have gained a greater understanding as to why decisions by the current government are made, and the skills I have acquired will be useful throughout life - despite my not continuing the subject further."*

### MAK

*"Studying economics at Woodbridge has really attracted me towards a future in the subject. The ability for us to apply syllabus topics to current world news and government policies is something that I have thoroughly enjoyed, encouraging development and understanding beyond the classroom. Both teachers have a continuous demand for improvement which has been vital in targeting top grades."*

## Interested in finding out more about economics at Woodbridge?

Contact: [jpercival@woodbridgeschool.org.uk](mailto:jpercival@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL



# English Literature



## INTRODUCING ENGLISH LITERATURE

Studying spoken and written words, alongside the different ways in which writers use and manipulate language to create effects, affect an audience and evoke emotions, English literature A level develops exceptional communication skills in students as well as the ability to structure an argument, analyse and compare texts, contextualise, and think critically.

Engaging with a rich variety of literature, English literature A level enables students to experience a greater depth and breadth of study, with flexible content encouraging independent reading around core texts, and research skills.

Exploring modern prose from writers such as Orwell, Atwood, Stoker and Carter, and poetry and drama texts from Shakespeare to Ibsen and Rossetti, to name but a few, students are expected to explore individual interests alongside prescribed texts on the course and draw on other subjects they are taking to develop and individualise their responses.

Students should enjoy reading, writing and sharing ideas, and although there are often no single 'correct' responses to issues or questions raised throughout the course, the willingness to articulate and refine one's own thoughts using evidence-based analysis is key, as well as to contextualise and use critics as a way of understanding the texts more deeply.

### Mrs A Davis Teacher of English literature

*"Through the study of great writers and their exploration of the human condition, including love, loneliness, power, prejudice, bravery and loss, A level English literature inspires and deepens students' passion for writing in all literary genres and requires them to join a critical conversation that has been ongoing for centuries. Having taught this subject for many years at Woodbridge I am continually inspired and in awe of the dedication and excitement of the students I teach. This course offers them the chance to develop their passion for literature and a greater understanding of human experience over time and space."*



## STUDYING ENGLISH LITERATURE AT WOODBRIDGE

Students wishing to study English literature A level at Woodbridge are required to have GCSE grade 6 or above, or IGCSE grade 6 or above in English language and English literature.

The course is delivered by two A level teachers per class, offering students specialist knowledge and variety in teaching style and delivery.

Naturally the course involves reading, discussion and writing, and also incorporates a variety of assessment types, for example, close analysis, whole text responses and comparative work, all in essay form.

A coursework folder worth 20% of the final grade provides students with the chance to pursue detailed work in response to questions that particularly interest them. As well as being incredibly enjoyable and fulfilling to work in this methodical way, this offers excellent preparation for study beyond Sixth Form.



# COURSE STRUCTURE

## EXAM BOARD: OCR

The course enables students to enjoy reading and discussing English literature, and to increase their understanding of what the study of literature involves.

The emphasis is on developing confidence to respond independently to a wide range of texts in depth, through close reading, a variety of critical approaches, and an appreciation of the contexts in which literary texts are written and understood.

As the students develop an understanding of modern critical theory, for example, they will also be helped to improve their writing in order to capture the depth and complexity of the ideas raised in discussion and through reading and analysis.

The course content includes drama and poetry pre-1900, comparative and contextual study and post-1900 literature.

### 1. Drama and poetry pre-1900

- a. Shakespeare (30 marks)
- b. Drama and poetry pre-1900 (30 marks)
  - » For Shakespeare students might study *Hamlet* or *The Tempest*, answering one question on a passage and one on the play as a whole within a context of criticism over 400 years.
  - » For the drama and poetry, students will work on Ibsen's *A Doll's House* and Rossetti's selected poetry. These paired texts will be written about together, providing scope for interesting comparisons and contextualisation.

### 2. Comparative and contextual study

- a. Close reading in chosen topic area (30 marks)
- b. Comparative and contextual study from chosen topic area (30 marks).
  - » For comparative and contextual study students will study two texts from a topic or distinct genre. This might be a study of dystopian fiction such as Atwood's *The Handmaid's Tale*, Orwell's *1984* or Bradbury's *Fahrenheit 451* or a focus on gothic fiction such as Bram Stoker's *Dracula* and Angela Carter's *The Bloody Chamber*.
  - » Beyond the set texts students will examine extracts from the genre as it has developed and continues to be relevant to modern readers. Samples taken from a wide range of texts will help students prepare to tackle an unseen passage in the examination.

### 3. Literature post-1900

- a. Critical piece (15 marks)
- b. Linked texts essay (25 marks)
  - » For the course work, students produce two pieces of work, the first a 1,000-word essay (usually on one collection of poetry) published since 2000, the second, a 2,000-word essay exploring comparisons and contrasts between two texts (usually one play, one novel).
  - » All three texts must have been published after 1900 and include a poetry, a prose and a drama text, one of which must have been published after the year 2000. For example, students might study three texts on the theme of Post-War America, Relationships and Change, Time or The Contemporary World.

Examinations take place at the end of the two-year course and comprise of two written papers, and one folder of coursework is completed during the first part of Year 13.

### Unit 1

- » Examination
- » Written paper
- » Closed text
- » 2 hours 30 minutes
- » 60 marks
- » 40% of the A level

### Unit 2

- » Examination
- » Written paper
- » Closed text
- » 2 hours 30 minutes
- » 60 marks
- » 40% of the A level

### Unit 3

- » Course work
- » Internally assessed; externally moderated
- » 40 marks
- » 20% of the A level

## WHERE CAN ENGLISH LITERATURE TAKE YOU?

An A level in English literature is welcomed as a significant qualification for many careers, and provides a very wide range of opportunities for courses in the arts, humanities, media and communications, and education at degree level.

English literature can also be a valuable contrast to scientific, technological and economics based subjects, opening up greater breadth of interest, range of reference and facility with ideas and language, and empathy.

Effective in developing transferable skills including interpretive ability, communication, close analysis, the ability to construct a well-argued case and a fundamental understanding of how language works, A level English literature is highly valued in a range of graduate careers.

Studying English literature can open the door to an array of career paths.

Teaching Business Finance Law  
Journalism Publishing Media  
Relations PR Marketing  
Copywriting Paralegal Editor

## ENGLISH LITERATURE

Museum Freelance Curator  
Journalism Librarian Web Editor  
Author Social Media Manager  
Creative Writing Broadcasting

## WHAT TO STUDY ALONGSIDE ENGLISH LITERATURE?

For students wishing to apply for English literature at university, subjects such as art, drama, history, modern languages, Latin, Greek, geography and psychology are popular choices. In class situations, students will draw on each other's A level choices in an often surprising and illuminating way.

## WHAT OUR STUDENTS SAY

### “ LAKISHA

*English literature at Woodbridge school was so much more than simply studying a novel, play or poetry. I found myself delving into history, sociology and even philosophy at times in order to fully enrich myself and my writing to fully comprehend and appreciate the course. English gave me the option and freedom to explore and be informed about the outside world, eventually articulating it all in an essay that challenged me and my ability."*



**Interested in finding out more about English literature at Woodbridge?**

Contact: [ahdavis@woodbridgeschool.org.uk](mailto:ahdavis@woodbridgeschool.org.uk) .  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL





# EPQ

## INTRODUCING EPQ

The Extended Project Qualification is a single piece of work of a student's choosing that requires evidence of planning, preparation, research and independent learning, students are responsible for choosing and designing an extended piece of work. Alongside this is the opportunity to develop and apply decision-making skills, problem solving skills, initiative and enterprise presentation skills. The learning experiences can be used to support personal aspirations for higher education and career development.

In terms of choosing a topic, students are encouraged to think of their own interests and passions, the environment around them as well as organisations and activities they may be part of or support. Students are encouraged to choose an aspect of a subject that has intrigued or interested them, as well as taking into consideration of how this topic might be shared with more than one of your other A levels.

As competition increases for entrance to universities, students now more than ever are required to evidence skills that are desirable in any undergraduate. Highly regarded by universities, EPQ offers students UCAS points equivalent to half a full A level and can be referred to in personal statements as well as provide an interesting topic of conversation during interviews.

Through this course students will develop a useful range of extra study skills that can support and assist throughout Sixth Form, university and life beyond study. Providing further academic stretch and challenge alongside other A level subject study, it's also enjoyable and interesting.



**Miss L Hinton**  
Head of EPQ

*"EPQ, or Extended Project Qualification, can support any future career or further education aspiration and is taken alongside other A levels. Putting your interests to good use and creating a report or artefact through independent research, EPQ helps you to gain skills and buzz words that universities and employers not only recognise but love to hear. Love fashion? Design a garment inspired by processes used by your favourite designers. Want to go into Medicine? Research the effects of car pollution on childhood growth. What can you think of to research?"*

# STUDYING EPQ AT WOODBRIDGE

Students wishing to study EPQ will need to have achieved at least the minimum entry grade GCSEs to be offered entry into the Sixth Form at Woodbridge. Since the project takes students in the direction of their choosing, there is no specific GCSE subject that is required to embark upon the study of an EPQ.

Completing an EPQ is an academically demanding endeavour, very highly regarded by universities who often include EPQ results in offers, lowering, for example an offer of AAA to AAB with an A in EPQ.

## COURSE STRUCTURE

### EXAM BOARD: AQA

---

The course is organised into two sections:

- » Taught Skills Lecture Series with the EPQ Co-ordinator
- » Project Realisation with your supervisor

The course includes four assessment objectives which are marked by the supervisors and coordinator once the project is completed. Keep these in mind while realising the project is a good hack!

#### 1. Manage

- » Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives
- » 20% of final examination

#### 2. Use Resources

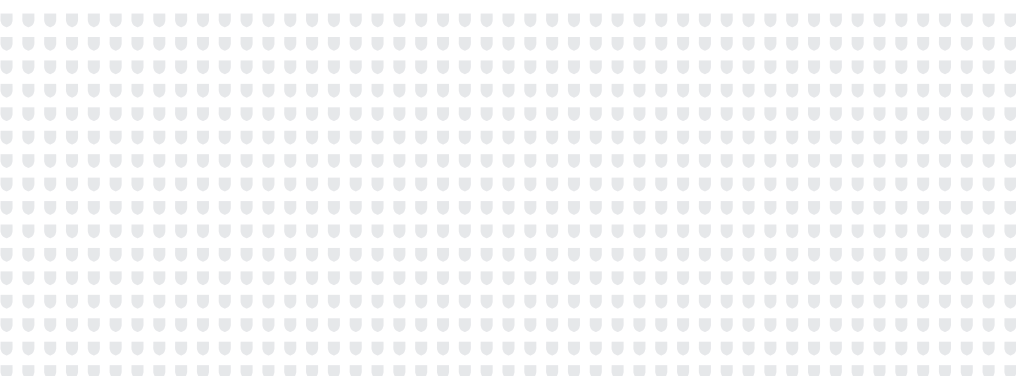
- » Research, critically select, organise and use information, and select and use a range of resources. Analyse data apply relevantly and demonstrate understanding of any links, connections and complexities of the topic
- » 20% of final examination

#### 3. Develop and release

- » Select and use a range of skills including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes
- » 40% of final examination

#### 4. Review

- » Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced



# WHAT OUR STUDENTS SAY

## “ JULIA

The EPQ is an excellent addition to your A levels because it allows you to study a completely different academic field in an official capacity. My A levels are: English, history, and French and I am hoping to study social sciences at university. I chose to look at employment frameworks and job quality, ("Why is Amazon Flex an Employment Framework the reduces Job Quality?") because this was a field that I was really interested in and wanted to explore in more depth. I also felt like this was the perfect opportunity to properly understand something so topical from an academic standpoint. This is something that you can put on your personal statement to demonstrate pursuing academic interests, however, regardless of whether one's future aspiration matches a chosen EPQ title, doing the EPQ provided some variety and autonomy to one's studies and helped to develop important life skills.

Essentially the EPQ is a yearlong project in which you choose a question, conduct academic research on this topic, write a 5,000-word essay (or produce an article) and also present your findings to an audience. I felt that the process has really improved my organisation, essay writing and presentation skills. I'd never had to write such a big piece of work, but because I chose my question, and I was really interested in it I found it surprisingly manageable and enjoyable. Furthermore, the presentation was a really challenging experience and so relevant for working life.

The key thing I enjoyed about the EPQ was that I was pursuing a topic that I was fascinated in. This meant that even though I was nervous for my presentation, I reminded myself how much work I'd done for the project and how knowledgeable I now am on a specific field which made the presentation a real confidence booster.

At Woodbridge I was given a supervisor who I'd go and see every week. These sessions were invaluable for completing the EPQ. Because it is a substantial self-driven project, it was so helpful to have someone to bounce ideas off and to check in with other than myself. I thoroughly recommend taking an EPQ because it is the perfect environment to develop some key life skills not only for later life but personally also. With 5,000 words and a presentation under your belt, you know that you can manage your own project and produce a piece of work that's unique and that you can be proud of."

## “ BARNEY

When having the early lessons in the science lecture theatre about the EPQ, I felt lost, I felt like I was not sure what to do it the EPQ about and even if I actually wanted to partake in the process. But after being patient and after leaving time to think I discovered a topic that I was thoroughly interested in and wanted to know more about. 'The UK examination system' after a short delve into vast the area online (Ted talks/articles) I was hooked by the topic and decided to take part in the EPQ program. Although I was late to joining the process my supervisor was brilliant in showing me the ropes and helping set out a structure. Having a small class of people made for a very welcoming and collaborative environment allowing ideas to flow between topics and strategies to complete the seemingly vast task of the essay, presentation, and everything in between to be discussed and weighed up.

Having so much freedom was exiting but also daunting, so getting past the stage of research and discovery was difficult. But seeing peers do so and with help from my supervisor the words started to flow. Once the intro and first few sections were done, I felt unstoppable, motivated, and proud of what I was on the road to achieving. very quickly I had reached the word count and still had ideas and areas I wanted to delve into. So the refining started, this was one of the most valuable skills I learnt in the process, gaining the ability to analyse and adjust your own work to add, take away and mould the project into perfection was challenging but a skill that I will take to university and life treasuring when completing similar projects.

Once the presentation stage came around, the desire I developed to share my work and findings to teacher's peers and everyone else was astronomical, to be able to present my ideas and thoughts with everyone who came to my presentation was one of the greatest feelings. The pride and satisfaction of completing the project was better than any test result I had ever received. Speaking with peers afterwards, the interest that they showed and regret for not completing an EPQ depicted what a fantastic achievement it was."



## WHERE CAN EPQ TAKE YOU?

Well motivated, well organised and passionate Sixth Former students should consider this an exciting and unique addition to their three A level subjects. The skills developed through EPQ can take you in many directions but specifically help in the completion of dissertations as well as studies at university.

A valuable qualification, thought highly of by universities and other higher education institutions, EPQ demonstrates dedication to independent learning.

An EPQ is a wonderful foundation pathway and starting point for further research into the area you wish to study at university or just broadening your horizons if cutting down to just three A levels was a gut-wrenching decision.

A list of recent examples of EPQ projects – a fantastically wide variety which has taken its researchers on to a variety of degree directions:

- » The process of creating a book of Japanese Haiku poetry – an artefact
- » Should students studying in Britain be graded on a one-off exam or continuous assessment?
- » Were Victorian corsets and crinolines physical and social "torture devices"?
- » To what extent did 18th Russian Francophonie affect the Russian nobility?
- » The role of mental health within the justice system
- » How does the context of the play Brundibár affect the changes in its set? – an artefact

## WHAT TO STUDY ALONGSIDE EPQ?

There are no specific recommendations in terms of other A levels the EPQ can complement since it works with all and doesn't have a specific pathway, neither can it itself be studied as a subject at university.

We would encourage well-motivated, well organised and passionate students to consider this as an exciting and unique addition to their other A level subject, no matter the subjects studied.



**Interested in finding out more about EPQ at Woodbridge?**

Contact: [lhinton@woodbridgeschool.org.uk](mailto:lhinton@woodbridgeschool.org.uk) .  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBIDGE  
SCHOOL**



# Further Maths

## INTRODUCING FURTHER MATHS

The occasional debate about which is the hardest A level is really a discussion about what takes second place to further mathematics. Fundamentally it relies on you being able to do everything from the mathematics A level course and then builds a large amount of additional mathematics on top.

For those with the right spark and love of Mathematics the subject flows naturally. **And while it must be taken along with mathematics to give two A levels**, to those with the ability and mind to study the subject, it may well not feel like two full A levels in terms of the intellectual burden. That said, this is a challenging and stimulating course aimed at the best young mathematicians; it's fair to say that no-one finds or considers the subject an easy option!

By studying further mathematics A level students will further develop mathematical and statistical problem solving, interpretation skills and data analysis; these skills transfer to almost every subject studied alongside this A level as well as life beyond Sixth Form and university.



**Mr J Allen**  
Mathematics teacher

*"Sometimes A level mathematics is just not sufficiently 'mathy'! If you are an able and committed mathematician already studying mathematics A level, you really enjoy the subject and want a real challenge, only further mathematics will do. A highly desirable and recognised A level, it broadens and deepens students' maths knowledge and their ability to apply that knowledge to problems."*



## STUDYING FURTHER MATHS AT WOODBRIDGE

Students wishing to study further mathematics will need at least 6 GCSEs at grade 6 or above, including mathematics at grade 8 and above, and will also need to select mathematics A level as well, though this will be taught in a separate set to the A level mathematicians.

Students will be taught by three exceptionally experienced teachers throughout the two years of study. Computer simulations and software are utilised where appropriate to aid students' understanding, and students have access to the entire department in terms of teachers and advice/support, as well as subject clinics on offer throughout the course, providing plenty of opportunity for extra support.

Specific topics studied include:

- » Algebra
- » Differentiation
- » Vectors
- » Trigonometry
- » Statistical sampling and testing
- » Mechanics
- » Kinematics
- » Probability





# COURSE STRUCTURE

Under normal circumstances students take mathematics A level at the end of the first year of this course, with the teaching of further maths beginning late in that summer term. Note: Once A level mathematics is taken and achieved, it is possible to study further mathematics up until the following Christmas and then reduce down to an AS level further mathematics should students wish or need to do so.

Topics studied fall into two categories – Pure Maths and Applied Maths, including:

- » Coordinate systems
- » Further trigonometry
- » Inequalities
- » Further vectors
- » Further calculus
- » Poisson and binomial distributions
- » Geometric and negative binomial distributions
- » The Central Limit Theorem

## Year 12

Majority of material from A level course studied, exam taking place at the end of Year 12.

## Further mathematics

### Year 13

Further mathematics A level course begins; exams take place at the end of the second year. Each of the four exams is one hour thirty minutes long and worth one quarter of the final mark.

All students study compulsory Core Pure 1 and 2 mathematics, including work on:

- » Proof
- » Complex numbers
- » Matrices
- » Advanced vectors
- » Differential equations

Most students will then take the Further Pure 1 module, covering several standard pieces of mathematics found in many engineering, science and mathematics courses.

Students are then given the opportunity to take either Further Statistics 1 or Further Mechanics 1, depending upon preferences. It may also be possible for students to choose another of the optional modules.

The further mathematics exams consist of the following:

Two x 90 minute exams:

- » Core Mathematics
- » Worth 50% of A level in total
- » 3D vectors
- » Matrices
- » Complex numbers
- » Further calculus
- » Algebra
- » Polar coordinates
- » Hyperbolic functions
- » Differential equations

Two x 90 minute exams:

One Further Pure Mathematics

- » Worth 25% of A level
- » Additional pure material including:
  - » Taylor Series
  - » Additional calculus
  - » Further differential equations
  - » Vectors
  - » Numerical methods

One Further Mechanics or Statistics

- » Worth 25% of A level
- » Additional applied material including:

Either

- » Work
- » Energy
- » Momentum
- » Impulse

Or

- » Poisson distribution
- » Chi-squared tests
- » Probability generating functions

## WHERE CAN FURTHER MATHS TAKE YOU?

Consolidating and reinforcing standard A level mathematics work, further mathematics is a pre-requisite for a large variety of degrees.

The mathematics covered throughout this course is required not only for mathematics degrees but is also hugely beneficial for some science, computing and engineering courses. An A level in further mathematics will give students a major advantage over those who have not studied it and will lead to a much more advanced understanding of mathematics.

Further mathematics is more or less required for mathematics degrees and is very helpful for science and engineering careers. Those who successfully complete A level further maths are often seen as the best and brightest of A level students and this can support an application for more or less anything in terms of further education.

Careers in a number of fields are available to those with a background in mathematics – maths sits at the very core of all new technological developments!

## WHAT TO STUDY ALONGSIDE FURTHER MATHS

Studying A level maths is compulsory for students wishing to study A level further mathematics, but other supplementary subjects can be considered.

Mathematics and further mathematics are considered facilitating subjects, meaning they are among a list of A level subjects which are asked for most frequently by universities.

Students with an interest in science and maths should consider taking at least one other from either chemistry, physics or biology. But nearly all other subjects sit alongside further mathematics depending on career/future aspirations.

Finance Actuarial Science  
Architecture Local Government  
Central Government Data  
Science Government Agency  
Medicine Computing Economics  
Technology Insurance IT Business  
Consultancy Operational Research

## FURTHER MATHS

Data Science Biochemistry  
Law Aeronautical Engineering  
Chemical Engineering Civil  
Engineering Electrical Engineering  
Mechanical Engineering Teaching  
Dentistry Orthoptics Pharmacy  
Physiotherapy Veterinary Science

**Interested in finding out more about further maths at Woodbridge?**

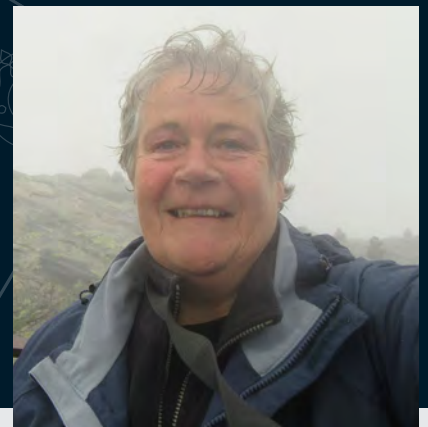
Contact: [jallen@woodbridgeschool.org.uk](mailto:jallen@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBIDGE  
SCHOOL**



# Geography



## INTRODUCING GEOGRAPHY

Dealing with vital issues such as climate change, migration, environmental degradation, social issues and their impact as well as natural hazards, geography could be one of the most important and relevant A levels to study.

Providing insights into the world around us as well as tackling highly contemporary issues that face us all, geography A level is split into two halves: human and physical, with two further units including geographical debate and investigative geography.

Human topics include matters such as globalisation, migration and their impact and influence, whereas physical topics include units on coasts and Earth's life support systems.

### Ms J Gill Head of geography

*"Geography is about the world you inhabit and everything that happens in that world, so what you learn will be relevant, contemporary and relatable. As global citizens, you should have an enquiring and open mind with a desire to understand, study and draw conclusions about your world; what it is like, the issues it faces, the impacts you have on it and that it has on you."*



## STUDYING GEOGRAPHY AT WOODBRIDGE

There are no minimum entry requirements for those wanting to study geography at Woodbridge, although not a pre-requisite, GCSE grade 6 and above is useful; but candidates without it will be considered individually.

Having an interest in current affairs is advantageous, as is general interest in the world around you and staying informed of world news and events. It is also desirable to have a good standard of maths and English to enable you to manage the writing element of the course as well as the management of data and evidence gathering.

Each unit is delivered by incredibly experienced teachers, using a wide variety of methods and teaching styles as well as up-to-date resources including video, maps, photography, textbooks and ICT packages.

Head of geography Ms Gill has over 32 years' experience at the School and can offer students a wealth of knowledge, support and skills that will help them to understand the subject as well as manage their studies and gather the necessary experience to take geography beyond School.

There will be at least five local fieldwork trips included over two years which are an integral part of the course. These enable students to consolidate understanding from practical experience and also develop skills in evidence gathering, learning the techniques needed to draw-up data in a meaningful manner as well as the ability to analyse, draw conclusions and evaluate the investigation process.



# COURSE STRUCTURE

## EXAM BOARD: OCR

Geography education should encourage learners to develop a sense of wonder about the world. Geography is potentially the most relevant subject for any learner in the 21st century and the OCR A level in geography aims to drive a passion and love of this dynamic subject through its exciting and engaging content.

The OCR A level in geography has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens

Core areas of geography that are covered during the course and included in exams are:

- » Coastal landscapes and management
- » Importance of water and carbon to life
- » Tropical rainforests
- » Arctic tundra
- » Changing spaces
- » How place is understood and represented
- » Interconnections including patterns, unequal flows, challenges and geopolitics of migration
- » Climate change
- » Disease dilemmas
- » Hazards
- » Global conflict and resolution

Assessment objectives and course content includes physical systems, human interactions, geographical debates and investigative geography:

### 1. Physical systems:

- » Landscape systems
  - » Coastal landscapes.
  - » Coastal management
- » Earth's life support systems
  - » Importance of water and carbon to life on Earth
  - » Climate change
  - » Case studies of tropical rainforest and Arctic tundra

- » Written examination
- » 1 hour 30 minutes
- » 22% of total A level

### 2. Human Interactions:

- » Changing spaces; making places
  - » How place is understood and represented
  - » An increasingly interconnected world with patterns, unequal flows, challenges and geopolitics
- » Global Connections
  - » Global systems: global migration
  - » Global governance: power and borders

- » Written examination
- » 1 hour 30 minutes
- » 22% of total A level

### 3. Geographical Debates:

- » At least two topics:
  - » Disease dilemmas
  - » Hazardous earth

- » Written examination
- » 2 hours 30 minutes
- » 36% of total A level

### 4. Investigative geography:

- » Non-examined assessment, which is an independent geographical investigation conducted by each candidate based on primary and secondary data

- » Independent investigation including:
  - » Design of investigation
  - » Setting of hypotheses
  - » Gathering and analysing data
  - » Evidencing and concluding findings to prove or disprove a hypothesis
- » 20 % of total A level

## WHERE CAN GEOGRAPHY TAKE YOU?

Geography can take you anywhere and can lead to a variety of career paths and adventures!

Knowledge and understanding of the world in which we live, alongside the skill sets developed by gathering evidence, analysing, discovering, identifying, limitations, testing and evaluation are applicable to most careers and, in our experience, have enabled students to secure university places for a wide variety of subjects and future career aspirations.

With the potential to specialise in either physical or human, geography degrees are a popular choice, as are other science-based courses. The skills and knowledge gained can certainly lead to careers in a wide range of professions.

International Relations International  
Development Anthropology Law  
Planning Education Commerce  
Industry Transport Tourism Business

## GEOGRAPHY

Teaching Medicine Local and  
Central Government Town Planning  
Environmental consultant Teaching  
Cartographer Conservation Officer  
Non-profit Organisations Politics

## WHAT TO STUDY ALONGSIDE GEOGRAPHY?

Geography, as a multidisciplinary subject, fits well with virtually any other subjects, and can be taken with both sciences and humanities.

Geography A level is highly respected by universities and can facilitate entry into a wide range of university courses.

## WHAT OUR STUDENTS SAY

### Ruby

*"I have taken great pleasure in studying A level geography at Woodbridge School. The course is well structured, so you cover many aspects of geography. The subject is highly thought provoking and adds depth and understanding to your interpretation of the world. In addition to this it makes a huge impact having teachers who are truly passionate about the subject."*



**Interested in finding out more about geography at Woodbridge?**

Contact: [jgill@woodbridgeschool.org.uk](mailto:jgill@woodbridgeschool.org.uk)  
Admissions: [admissions@woodbridgeschool.org.uk](mailto:admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBIDGE  
SCHOOL**





# History

## INTRODUCING HISTORY

A level history considers and covers the political, economic, social and cultural issues of different eras and cultures. Covering enough breadth and depth to enable students to develop a good understanding of historical events in their own context, history provides the information and inspiration to encourage students to question why particular events happened and why decisions were made.

The emphasis in learning A level history is placed firmly upon discussion and debate. Students are encouraged to be inquisitive, read widely, and to share their findings. In addition, by embarking upon a variety of skill-specific tasks their inner historian should emerge and flourish.

A level history enables students to better understand, grapple and steer a path through the complex questions and dilemmas that shape our relationships, be they local, national or global. And history is more than just about the big issues - by questioning the past, critically dissecting the evidence, debating alternative interpretations, and deploying arguments, A level historians are brilliantly placed to tackle the challenges of the 21st century workplace.



**Mr N Smith**  
Head of history

*"History is a living subject. At its beating heart are people – ambitious, compassionate, perfidious, courageous, pragmatic people. To watch them navigating their rebellions, their religious and ideological struggles, their famines, their wars, and their domestic lives, enriches our understanding of the human experience, shapes our character and informs our actions."*

## STUDYING HISTORY AT WOODBRIDGE

Students wishing to study history will need at least six GCSEs at grade 6 or above and two at grade 5 or above. It is desirable and would certainly assist with the requirements of the course, if students had studied and achieved a GCSE grade 5 and above in history, as well as a high grade in English language or English literature. For students who have not studied GCSE history, each case will be assessed on its merits.

Students are taught by two exceptionally experienced teachers; one for Tudor and one for Russian history. Lessons involve reading historical sources, sharing analytical and evaluative points and discussing them. Similarly, students will consider a range of historical interpretations. By complementing this with a thorough grounding in the necessary historical knowledge, students are able to support their opinions robustly, recognising that arguments are complicated and nuanced, and should be approached in an open-minded and balanced way. The history classroom might be the stage for lively debate, a place of quiet reading and writing or indeed, anything in-between.

Studying history at Woodbridge School is to study dramatic changes. The Tudor Reformation depth study examines a transformative period in English history that goes way beyond the obvious (but fascinating) shift in religious beliefs and practices. Here we see a drive for higher clerical standards unleash a torrent of criticism and blow the centuries-old papal house of cards from our shores. England experienced the emergence of a new national self-consciousness, focussing upon a sense of imperial monarchy, and encouraging a centralisation of state authority. The Crown was enriched by the exploitation of a now national Church, but squandered its ill-gotten gains on wars and vanity projects, discarding an opportunity to free itself from the increasing checks and balances of the body-politic. Indeed, the reach and confidence of the parliamentary Commons attained new heights, to the extent that their response to 17th century moves towards monarchical absolutism, plunged the nation into a bloody and revolutionary war that enabled a constitutional monarchy to emerge.

In 1939 Churchill described Russia as, "a riddle, wrapped in a mystery, inside an enigma." Perhaps that is as true today as it ever was. The Russia theme study covers a broad sweep of time and of concepts, encouraging students to discern patterns of continuity and change. The course investigates the introduction into government of new ideologies and structures, designed with the intention of creating a Utopian Socialist society. Students will examine how the cauldron of both internal and external forces, such as those unleashed by World War One, revealed the reality of a society unable to shake off its authoritarian instincts, directed by often paranoid, out-of-touch rulers, implementing largely misguided policies in a bid to crush opposition, impose unworkable schemes, and modernise at break-neck speed. The paradoxical results inspired terrorism, revolution, war, famine, and the birth of a superpower.



# COURSE STRUCTURE

## EXAM BOARD: OCR

Exams take place at the end of two years of study. Assessment through examination consists of four essay questions, one source-based, and one historical interpretation question.

The course structure and examinations are:

### Unit 1: Tsarist and Communist Russia 1855-1964

#### Unit 1

- » Written examination
- » 2 hours 30 minutes
- » 40% of total A level

### Unit 2: Religious conflict: England c1529-c1570

#### Unit 2

- » Written examination
- » 2 hours 30 minutes
- » 40% of total A level

### Coursework: Historical investigation

#### Coursework essay

- » 4,500 words
- » 20% total A level
- » Students can choose from four questions:
  - » Was the late-medieval Church an unhealthy institution?
  - » Was John a bad king?
  - » Was Field-Marshal Sir Douglas Haig an incompetent butcher?
  - » With regard to his foreign policy, was Hitler a traditional German statesman?



## WHERE CAN HISTORY TAKE YOU?

History is an academically demanding A level subject, highly regarded by universities. An A level in history is a gateway to studying a wide range of university course such as archaeology, ancient, medieval or modern history, criminology, education, history of art, humanities, international relations, journalism, law and politics.

It would contribute to studying related subjects such as economics or philosophy, or to more specialist or obscure choices such as Celtic and Scandinavian studies. In turn a wealth of career opportunities presents itself.

Academic Researcher and Archivist  
Archaeology Ancient, Medieval or Modern  
History Humanities International Relations  
Politics Business Management Teaching  
Civil Service Criminology and Law

## HISTORY

Enforcement Heritage Management  
Human Resources Museum of Gallery  
Management Education Journalism  
Judicial Careers Librarian Marketing  
Politics: Local and Central Law

## WHAT TO STUDY ALONGSIDE HISTORY?

Anything. If the intention is to study History at university, there are no other specific A levels required for this degree although English literature, classics, economics, Latin and the modern foreign languages are popular choices.

These go well with history, but equally the other humanities, especially geography and religious studies. Sometimes Historians accompany the subject with maths or sciences, or the creative arts - they do so successfully.

## WHAT OUR STUDENTS SAY

“

**Will**

*"I have found both Russian and Tudor history very interesting and have seen my essay and analytical skills improve over the course of Sixth Form."*

**Myla**

*"Very engaging lessons and always very interesting. It's a must for any human being. I have developed valuable skills and always had fun!"*

**George**

*"A level history provides an exciting opportunity to explore in depth multiple areas of history, to gain a better understanding of how historical events have led to our modern society. In addition history as provided opportunities to improve essay writing and evaluation techniques for use in many other aspects of my academic journey."*

**Julia**

*"The history department are fantastic! Reliable, enthusiastic and supportive. The A level itself is challenging but the department makes it fun and helps you on your academic journey."*

**Molly**

*"The history A level is challenging but rewarding. It not only allows you to explore interesting areas of the past, but form you own opinions of events."*

**Sophie**

*"History helped me develop a lot of skills which are needed and highly desirable for academic study, in a fun, exciting environment."*

Interested in finding out more about history  
at Woodbridge?

Contact: [nsmith@woodbridgeschool.org.uk](mailto:nsmith@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL



# Latin & Greek

## INTRODUCING LATIN & GREEK

**Latin offers a stimulating mixture of language work and literature read in the original. As students develop their linguistic skills, they become increasingly confident translating from Latin.**

At the same time, the greater complexity of the passages tackled allows a deeper exploration of Roman society and culture than was possible at GCSE. Coupled with the in-depth study of set-texts, students thus explore a wide range of topics from the manipulation of religion for political ends to why Romans told each other the legends of early Rome.



**Miss A Wright**  
Head of classics

*"Latin A level gives you the chance to explore superb literature in much greater depth than at GCSE. Studying Cicero shows you how to manipulate words (and audiences) – ideal for aspiring lawyers, writers and politicians. Virgil focusses upon war and the pity of war. With themes including love, the plight of refugees and the challenges of gender roles, Latin literature is eternally relevant. Moreover, Latin is extremely highly regarded by university Admissions Tutors owing to the precision of thought and logic which it teaches."*



# STUDYING LATIN & GREEK AT WOODBRIDGE

Students wishing to study Latin at Woodbridge should have a minimum of a grade 7 in Latin at GCSE.

Teaching is usually delivered in small groups. Much of the grammar will have been taught at GCSE, but this is thoroughly revised and extended at A level, with the aim of increasing reading fluency of Latin texts.

Students will regularly be given graded passages of Latin prose and verse for unseen translation in order to build up and further develop translation skills.

Half of lessons in both Year 12 and Year 13 are devoted to the set-texts. The prose author is Cicero, whose speeches are masterpieces of manipulative skill. The verse author is Virgil, who tells the story of Aeneas's escape from Troy and his attempts to establish a new homeland for the Trojans. Building upon the skills of literary criticism learned at GCSE, students will not only analyse the authors' use of language, but will also gain an in-depth understanding of the cultural attitudes and expectations of the Romans. The set-texts regularly lead to questions such as: What makes a hero? How should politics work? Should you defend a man who has committed a crime? What was the role of a woman in ancient Rome? Can the enemy share your values?

In Year 12, students develop the language skills acquired at GCSE. In particular, students learn how to translate unseen Latin verse, enabling them to read a wide variety of myths from Ovid.

In Year 13, students continue to develop language skills, with the unseen prose paper focussing upon Livy and the history of early Rome.

## CLASSICAL GREEK

Classical Greek is taught at Woodbridge from GCSE to A level. There is also an Intermediate Certificate in Classical Greek (equivalent to half a GCSE) which is recognised by universities. The Head of classics is always happy to advise what level would be most suitable for students to take.

Greek is a stimulating subject which appeals to the mathematically minded, as well as to those who love words and history. Greek is particularly suitable for those who are considering reading Classics at university, but others study Greek for sheer intellectual enjoyment and the chance to read superb literature in the original.

At AS or A level, you study a Greek historian (Thucydides or Herodotus) and Greek drama (Sophocles or Euripides). At GCSE, students study short extracts from either the historian Herodotus or a Greek play; students also have the chance to study aspects of Greek society, including democracy and the Rule of Law.

Greek is regarded extremely highly by university admissions departments, the Civil Service and top law firms.





# COURSE STRUCTURE

## EXAM BOARD: OCR

There is no coursework. Exams take place at the end of the two-year A level course. There are four papers, with 50% of the marks being assigned to language work and 50% to literature:

The course structure and examinations are:

### 1. Latin prose and verse unseen: The unseen

translation question paper has two sections:

A: candidates will translate a passage of unseen prose into English

B: candidates will translate a passage of unseen verse into English and scan two lines of verse

- » 1 paper
- » Two passages of unseen translation from Latin into English (one prose and one verse). You will also scan two lines of verse.
- » 1 hour 45 minutes
- » 33% of total A level

### 2. Latin comprehension: The prose composition or comprehension question paper has two sections, either:

A: candidates will complete a short translation, answer comprehension questions and grammar questions; or

B: candidates will translate a passage of English, of at least 100 words, into Latin

One passage of unseen prose for comprehension  
OR the translation of a short passage of English into Latin (in practice, everyone does the comprehension).  
The comprehension is a mixture of short translation, comprehension and grammar questions  
1 hour 15 minutes  
17% of total A level

### 3. Latin prose literature:

Candidates answer comprehension questions, set text translation and analysis questions on the texts that they have studied, also drawing upon the additional reading they have done in English

#### Latin literature - prose

- » 1 paper, which consists of a mixture of short factual questions on your Cicero prose set-text, more in-depth commentary questions on a short piece of the set-text, and an extended essay. The essay considers the whole of your prose set-text
- » 2 hours
- » 25% of total A level

### 4. Latin verse literature:

Candidates answer comprehension questions, set text translation and analysis questions on the texts that they have studied, also drawing upon the additional reading they have done in English

#### Latin verse literature:

- » 1 paper, which consists of a mixture of short factual questions on your Virgil verse set-text, more in-depth commentary questions on a short piece of the set-text, and an extended essay. The essay considers the whole of your verse set-text
- » 2 hours
- » 25% of total A level



## WHERE CAN LATIN & GREEK TAKE YOU?

Recent Woodbridge A level Latinists have gone on to study classics (Latin and Greek) at Oxford, Cambridge and Durham. However, Latinists are not restricted to studying classics – students have also gone on to a wide variety of other university courses including: English, law, history (all of these at Cambridge), linguistics and German.

Studying Latin also supports further study in modern foreign languages (including starting a language from scratch).

Latin is particularly valued by faculties of law, as Latinists have been trained to analyse texts with precision and to express thoughts and ideas clearly and coherently.

Secret Services Law Politics  
Writing/Journalism AI – especially  
technical writers Civil Service

## LATIN & GREEK

Armed Services Teaching  
Archaeology Drama and Music

## WHAT TO STUDY ALONGSIDE LATIN & GREEK?

Latin combines well with any A level subject and can be studied together with A level classical civilisation. It is particularly popular with those who are taking English literature, French, Spanish, history or mathematics, but recent Latinists have also studied A level religious studies, sciences and social sciences the creative arts – they do so successfully.

## WHAT OUR STUDENTS SAY

“

**Hannah**

*“The Latin course at Woodbridge has been incredible. Not only is the content interesting and engaging, but the teachers are enthusiastic, invested in your progress and always strive to support you. The depth of the knowledge and insight I have gained has given me a well-rounded view of the ancient world as well as the modern world, and has given me opportunities to achieve things I never imagined I could.”*

**Henry**

**(Winner of the Girton Humanities Essay Competition, writing on archaeology)**

*“Classics is a brilliant department at Woodbridge, with great opportunities to study Latin, classical civilisation, and, most unusually, Ancient Greek as well. The teaching is hugely enthusiastic and inspiring, and they really push you to do your best. There is something in classics at Woodbridge for everyone, whether you prefer language, literature, history or even archaeology.”*

**Lucy**

*“I have really enjoyed learning Latin at Woodbridge; the equal split of language and literature keeps the course varied, but I find that both aspects still work together to provide a really interesting and beneficial learning experience. The classics teachers are a major part in making this course so special, as they are not only brilliant teachers who make sure you are doing the best you can, but also really inspiring people to learn from.”*

Interested in finding out more about Latin & Greek at Woodbridge?

Contact: [awright@woodbridgeschool.org.uk](mailto:awright@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL



# Maths

## INTRODUCING MATHS

To study mathematics is to investigate a system built up over 6,000 years that allows us to understand the universe, predict the future or just ensure that we always win at card games!

The A level course has its primary focus on the pure mathematics that underpin our scientific understanding of the universe, the calculus and trigonometry that are the foundation of everything built in modern society and the numerical analysis behind computing.

There are also components on the statistics that are used to forecast everything from tomorrow's weather to how many doctors will need to be trained over the next two decades and the mechanics that underpin construction and transport.

Helping students to develop a logical approach to problem solving as well as increasing and improving mathematical knowledge and skills, A level maths is considered the most popular A level taken in England as it is recognised as a highly desirable qualification which can facilitate university entry. Commonly considered a subject of complicated calculations, these only form a small part of the course content, the remainder dealing with highly abstract topics which require considerable imagination as well as the discipline of proof. These ideas underpin virtually all practical developments in science, IT and economics forming the modern world.

A highly sought-after qualification, maths is considered a facilitating subject that equips students with the skills and knowledge required to undertake degree courses as some of the most competitive universities.

*Note: Students can also study further mathematics A level as a separate qualification at Woodbridge School.*

## Mrs E Turner Head of maths

*"To understand the world – that is to be a Mathematician. To know truth – that is to be a mathematician. It's not the final answer, so much as the journey that leads there; this is what inspires a mathematician. This A level provides students with transferrable skills useful in all aspects of personal and professional life; providing understanding of patterns, quantification of relationships and the ability to predict the future!"*



## STUDYING MATHS AT WOODBRIDGE

Students wishing to study mathematics will need at least 6 GCSEs at grade 6 or above, including mathematics at grade 7 and above. It's worth knowing that attempting this course without a solid grasp of algebra could be extremely challenging and should definitely be a consideration.

Students are supplied with a hard copy of the textbook and access to an online interactive copy.

All members of the department teach up to at least A level so students constantly have access to plenty of support in and out of lessons.

A level maths provides the opportunity to learn about:

- » Geometry
- » Calculus
- » Trigonometry
- » Mechanics
- » Statistics



# COURSE STRUCTURE

## EXAM BOARD: EDEXCEL

The course is 12 periods a fortnight and is delivered by two teachers, both specialists with degrees in mathematics. Usually one focuses on the pure side of the course and the other on the applied (statistics and mechanics).

Algebra, trigonometry and calculus provide the bulk of the pure part of the course; other than algebra and basic trigonometry students are not expected to know any of this material in advance. Additional areas include numerical analysis, vectors, logarithms and exponentials.

Exams take place at the end of the second year. There are three exam papers: two pure exams and one applied. Each represent one third of the final mark.



## WHERE CAN MATHS TAKE YOU?

Anywhere, almost literally anywhere! Space? Maths is rocket science. Abroad? Maths is how they designed the plane.

The models that predict climate change and the science and engineering needed to prevent it or mitigate the effects are all fundamentally mathematical.

Any career in engineering, science or finance - anywhere in the world will have this subject as its basis and mathematics is the universal language that allows cooperation with colleagues of any nation and background.

Mathematics is compulsory for engineering, architecture and most science disciplines and highly valued in economics, medicine and many others. An ability to do maths, fairly or not, is often seen as a marker of high intelligence and ability to learn. Hence it is a bonus for any application even where not directly required.

Software Engineer Sound Engineer Statistician CAD Technician Civil Service fast streamer Financial Manager Financial Trader Game Designer Machine Learning Engineer Meteorologist Quantity Surveyor Radiation Protection Practitioner Accountancy Finance Actuarial Science Architecture Data

## MATHS

Science Government Medicine Computing Economics Technology Insurance IT Business Consultancy Data Science Biochemistry Law Aeronautical Engineering Chemical Engineering Dentistry Civil Engineering Electrical Engineering Mechanical Engineering Teaching Orthoptics Pharmacy Veterinary Science Insurance Underwriter

## WHAT TO STUDY ALONGSIDE MATHS?

Studying A level maths is compulsory for students wishing to study A level further mathematics, but other supplementary subjects can be considered such as economics, history and geography.

Students with an interest in science and maths should consider taking at least one other from either chemistry, physics or biology.

Maths is considered a facilitating subject and so is often studied alongside others in that field including English literature, languages and sciences.

## WHAT OUR STUDENTS SAY

“

**Emily**

*"The maths course has not only been one of my most fun classes but also very interesting academically. The teachers have been very supportive and pushed us to our personal best whilst still maintaining an enjoyable atmosphere during lessons."*

**Hugo**

*"I have really enjoyed the challenge of A level maths. Each challenge that I came across, whether I got it wrong or right, improved both my problem-solving skills, as well as my perseverance. My teachers for maths are second to none; whether it is pure or applied maths my teachers are happy to help and really seem to love the challenge of helping students as individuals. Even those teachers that don't teach me are always happy to try their best. I can comfortably recommend maths as an A level for anyone looking for a highly rewarding challenge."*

**Interested in finding out more about maths at Woodbridge?**

Contact: [eturner@woodbridgeschool.org.uk](mailto:eturner@woodbridgeschool.org.uk)  
Admissions: [admissions@woodbridgeschool.org.uk](mailto:admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBIDGE  
SCHOOL**





# Modern Languages

## INTRODUCING MODERN LANGUAGES

There are many academic benefits of learning a language at A level, including cultural enrichment, linguistic, comprehension, and critical thinking.

By studying a Modern Languages A level at Woodbridge, students will become competent in speaking, listening, reading and writing in the target language(s).

### Speaking

Being able to speak a second language will enable students to converse with native speakers and even deliver presentations and speeches in a professional context.

### Listening

Studying a language will expose students to different speaking styles, accents, and dialects, not to mention helping to understand a second language when spoken fluently. With good aural skills, students can expect to be able to gain greater insights into the cultural and political life of their chosen foreign language.



**Mrs L Chandler**  
Head of MFL

*"Federico Fellini said, 'A different language is a different vision for life', and so right he was. Learning languages offers students access to a wealth of opportunities otherwise not available to them; languages enrich students' global cultural knowledge while improving comprehension and critical thinking skills, all desired by universities."*

## Reading

Comprehension skills will be improved through reading in different languages, as will the ability to read new books and understand newspapers and online news sites in another language.

## Writing

Learning a language at A level expands vocabulary and improves written style in a target language as well as in a student's native language. By developing the ability to write in many different styles, students will be able to demonstrate their versatility, adaptability, and employability, both at home and abroad.

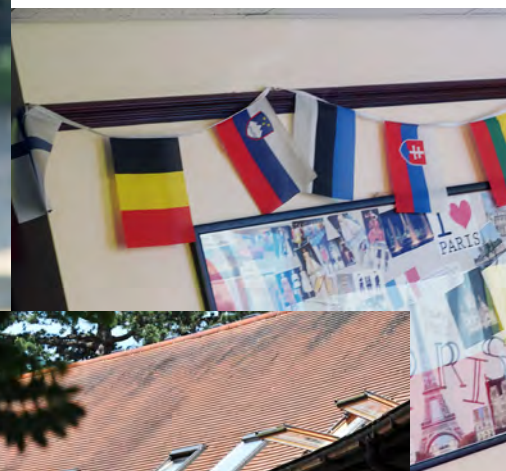
Learning a language at A Level expands vocabulary and improves written style in a target language as well as in a student's native language. By developing the ability to write in many different styles, students will be able to demonstrate their versatility, adaptability, and employability, both at home and abroad.

# STUDYING MODERN LANGUAGES AT WOODBRIDGE

Students wishing to study a Modern Language at A level at Woodbridge should have achieved GCSE grade 7 or above in the language to be studied. In our experience, a GCSE grade 8/9 has proven to be a better indicator of success at A level.

Students can expect twelve lessons per fortnight. Teaching is shared between two exceptionally experienced language teachers, plus there is one lesson per week with the language assistant who is a qualified teacher and also a native speaker of the target language.

Lessons are varied and also lots of fun, the purpose being to allow students to use all four skills in one lesson. Much use will be made of a variety of Internet packages as well as a plethora of other authentic resources.





# COURSE STRUCTURE

## EXAM BOARD: AQA

Listening, reading and translation skills are all developed through the teaching of topics relating to aspects of society, culture, multiculturalism and political life.

Film and literature are also taught in depth, with students looking at themes, characters, and techniques, and students are expected to research a topic of their own choice (the Individual Research Project) as part of the oral examination.

Examinations take place at the end of the two-year course for each Modern Language A level and comprise of two written exams and one oral.

### Listening, reading and writing

- » 2 hours 30 minutes
- » Listening, reading and translation
- » 100 marks in total
- » 50% of A level

### Writing

- » 2 hours
- » Two essays: (300 words each in the target language):
  - » One on the film
  - » One on the novel
- » 80 marks in total
- » 20% of A level

### Speaking

- » Oral exam
- » 21-23 minutes (including 5 minutes preparation time)
- » A discussion on a topic chosen by the student (10 minutes)
- » An oral card (5 minutes)
- » 60 marks in total
- » 30% of A level





## WHERE CAN MODERN LANGUAGES TAKE YOU?

Almost all universities believe that learning a different language demonstrates an ability to learn a subject that is challenging, yet useful, whether it relates to your future field of study or not. Language skills also offer other advantages such as cultural sensitivity and in turn lead to success in a wide variety of professional careers.

Studying a degree course in the language(s) also includes a year abroad, and usually students can either opt to work or study whilst there. Studying in a different country can often be less expensive than the UK so is certainly worth considering particularly as learning the language in situ provides complete immersion as well as rapid progress.

Alternatively, an A level in a language provides the opportunity to study that language at university or to study a new language from scratch, such as Arabic, Russian or Italian; this is known as ab initio, and universities require proof that students have language learning ability through A level language success.

Interpreter Translator Broadcast  
Journalist Teaching Marketing  
Advertising Law Arts and

### MODERN LANGUAGES

Administration Government  
and Public Services Arts and  
Heritage Banking Investor

## WHAT TO STUDY ALONGSIDE MODERN LANGUAGES?

Languages can go well with any discipline but history, English, and Latin work well, as do sciences and economics, and students are encouraged to pair several languages together at A level.

Joint honours degrees (for example English and Spanish, or Law and French) are also common, and will open doors to numerous professional opportunities in later life.

## WHAT OUR STUDENTS SAY

“

**Etiane**

*"The support in the French and Spanish departments is like no other; of course, I'm biased but it is true! The rapport that I have built with my language teachers is undeniable and I am incredibly grateful for their continuous support, especially throughout the university application process. I owe my success to them!"*

“

**Julia**

*"I thoroughly enjoyed the French course at Woodbridge. It's very interesting and informative, not only from a language development point of view but also in terms of giving you an insight into French society itself. What makes it special is the teaching staff: they are excellent, always helping you to do the best you can whilst making sure that the lessons are fun and engaging."*



Interested in finding out more about  
modern languages at Woodbridge?

Contact: [Ichandler@woodbridgeschool.org.uk](mailto:Ichandler@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBRIDGE  
SCHOOL



# Music

## INTRODUCING MUSIC

A highly regarded, exciting and rewarding A level, music is a varied and interesting course, combining both academic study and creativity, based around learning and developing three key skills: performing, composing and listening, and appraising. Building upon knowledge of musical theory, students will obtain a solid understanding of the fundamental principles of performance, refine practical skills, study and practice composition and the expand their knowledge of music history through listening and appraisal.

The course offers the development of a plethora of music skills, from performance, composition, harmony and aural, to analytical skills and essay writing techniques.

Appealing to naturally creative students that enjoy a variety of activities and disciplines, the subject is taught holistically with several disciplines being exercised within one lesson to ensure development of the whole musician; the course encourages high-end thinking, making connections between learning.

Students taking A level music will be given the opportunity to develop the use of musical devices. However, while there is a good level of practical activity in the course, through performance and composition, students will also learn to analyse the music and gain a deeper insight into the social and historical context of its creation as well as the mechanics behind the harmony. This in turn will deepen overall understanding and enhancement of performance and creative skills.



**Mr Jonathan Woodley**  
Director of Music

Music is a rigorous academic subject that will develop your analytical, critical thinking, and research skills. It will give you a deep understanding of music theory, history, composition and performance, and it is FUN.

*"Music gives a soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything." – Plato*



## STUDYING MUSIC AT WOODBRIDGE

Most students wishing to study A level music will have successfully followed the GCSE course although gifted performers or composers, after consultation with staff, could be accepted without GCSE music.

Students taking the course will be fully involved in practical music making and so enthusiasm and dedication are also essential.

Music is taught with an integrated approach; listening, analysis, performance and composition are used in all lessons to bring the subject to life in a holistic way. Students have access to our Apple Mac IT suite, eight practice rooms all with Yamaha pianos, and our comprehensive host of classroom instruments including electric guitars, bass guitars and other contemporary instruments.

Music A level students support the School's drama and theatre studies students in productions which take place throughout the School year; from providing musical elements of the shows to musical direction, advice or support, students will have the opportunity to be part of a professional production performed to the general public.

Students regularly travel to concerts, musicals and other events during their two-year A level course, meeting artists wherever possible in order to enhance learning and inspire young composers.





# COURSE STRUCTURE

## A LEVEL CONTENT - EXAM BOARD: EDUQAS

The A level course includes a mixture of musical traditions and styles to suit all tastes. Great emphasis is placed upon developing independence of thought and expression, a capacity for intellectual study, and greater personal awareness of the social and sociological factors that permeate the creation of music

There are three components of the course.

- » Performing
- » Composing
- » Appraising

Performance and composition are assessed via coursework throughout the two-year course. A solo and ensemble performance are assessed in terms of ambition of choice of piece, technical and expressive control, ability to interpret music and the overall quality of the performance.

The composition element requires students to respond to briefs set; either by themselves or the examination board. Pieces are assessed on the basis of originality, fluency and consistency as well as the quality of accompanying written score alongside musical elements included.

Appraising is assessed through examination at the end of the two-year course. Students have to respond to aural pieces, analysing and evaluating familiar and unfamiliar pieces of music. Through that appraisal students are expected to demonstrate knowledge and understanding of musical elements and languages across multiple styles and genres.

### Component 1 - Performing:

Option A:

- » Minimum of three pieces.
- » Total duration of performances: 10-12 minutes

Option B:

- » Minimum of two pieces.
- » Total duration of performances: 6-8 minutes

- » Option A: 35% of qualification
- » Option B: 25% of qualification

### Component 2 - Composing:

Option A:

- » Two compositions.
- » Total duration of compositions: 4-6 minutes

Option B:

- » Three compositions.
- » Total duration of compositions: 8-10 minutes

- » Option A: 25% of qualification
- » Option B: 35% of qualification

### Component 3 - Appraising:

Questions include:

- » Set work analysis with a score
- » Extended responses on wider context
- » Unprepared extracts of music with and without a score
- » Comparison questions

Areas of study include:

- » The Western Classical Tradition
- » Rock and Pop
- » Musical Theatre
- » Jazz
- » Into the twentieth century
- » Into the twenty-first century

- » Written examination: 2 hours 15 minutes
- » 40% of qualification

## WHERE CAN MUSIC TAKE YOU?

A level Music is a varied and interesting course, challenging students to embrace their creative and practical skills as well as broadening their evaluative and analytical thinking.

Throughout the course students acquire and develop a range of transferrable skills in terms of other subject courses and university – as well as life beyond study. From self management and motivation to team work, social awareness, communications, independency and IT skills; their profile and ultimately their suitability are greatly improved.

## WHAT TO STUDY ALONGSIDE MUSIC?

Music combines well with almost every other subject, such as maths, sciences and modern languages. A well respected A level choice that marries the creative with detailed analysis and evaluation, lending itself to maths/science based courses or languages.

Musician      Sound  
Technician      Song  
composer      Music  
Therapist      Teacher  
Private Tutor      Arts

## MUSIC

Administration  
Events Management  
Performing Music  
therapist Composer  
Publishing Media  
Therapist Law



**Interested in finding out more about Music at Woodbridge?**

Contact: [jwoodley@woodbridgeschool.org.uk](mailto:jwoodley@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBIDGE  
SCHOOL**



# Philosophy, Religion and Ethics

## INTRODUCING PHILOSOPHY, RELIGION AND ETHICS

Helping to develop a holistic understanding of religion, religious studies facilities enquiry into, and develops insightful evaluations of, ultimate questions about the purposes and commitments of human life, especially as expressed in philosophy, ethics and religion. Students are encouraged to question the nature of reality and the place of religion within our world, developing skills in explanation, critical analysis, evaluation and debate.

Religious studies also helps students to understand the world around you and the diverse views of a range of different people; the course is grounded in scholarship, teaching how key thinkers have developed philosophical ideas by analysing their writings. The course helps develop writing ability, presentation of thoughts and the construction and communication of coherent argument grounded with reason.



## Miss E Tattoo Head of PRE

*"Religious studies is suitable for those with faith, those who are not sure or those who have no faith, and offers students the opportunity to look at some of the big philosophical, ethical and theological issues of the current day. From the study of abortion and euthanasia, the rights and wrongs of war to trying to prove that God exists empirically. Religion has and still continues to shape the ever-changing world around us and therefore it is a versatile subject suitable for those of an open and enquiring mind who are ready to critically analyse and debate."*



## STUDYING RELIGIOUS STUDIES AT WOODBRIDGE

As well as an open and enquiring mind, students wishing to study religious studies will need at least five GCSEs at grade 5 or above, including English language at grade 5 and maths at grade 4; a GCSE in religious studies is not a pre-requisite, however if you have studied it, a grade 5 is required.

It's also desirable to have a GCSE in a written subject such as English or history since the course and exams involve essay writing. An appreciation of the importance of analysis and balance in tackling conflicting point of view is also advantageous.

Students are taught by three teachers, once covering the philosophy section of the course the other two teaching the New Testament and ethics.

In addition to classroom studies and teaching, students are also given the opportunity to present seminars and produce at least one extended essay every two weeks; time is also set aside for reading around the subjects.

Key questions raised and addressed throughout the course include:

- » Can you prove God exists without evidence?
- » Do humans have a soul?
- » Does the existence of suffering discount the concept of a loving God?
- » Does religion help or hinder debates around sexual ethics?
- » Should we always act for the greatest good for the majority?
- » Should embryos be legally protected as human life?
- » Why did Jesus have to die?
- » What historical evidence is there for Jesus' resurrection?
- » Did Jesus fulfil the Messianic prophecies?

Crucially there is no right or wrong with these questions, so students are supported in the consideration of each in order to create constructive argument for each and every case.



# COURSE STRUCTURE

## EXAM BOARD: EDEXCEL

Exams take place at the end of two years' studying; assessment through examination consists mostly of essay-based questions alongside several structured questions. Each of three exams counts for a third of the final mark. The three papers are based on philosophy of religion, religion and ethics, New Testament study.

Each paper is two hours long and consists of the same layout: an eight mark question, a 12 mark question, a 10 mark question and a 20 and 30 mark questions.

The new revised specification allows students to explore three key areas that together might be described as theology:

---

### Philosophy of religion

- » Philosophical issues and questions
- » The nature and influence of religious experience
- » Problems of evil and suffering
- » Philosophical language
- » Works of scholars
- » Influences of developments in religious beliefs

### Paper 1: Philosophy of religion

- » Written examination
- » 2 hours
- » 33.33% of the qualification,
- » 80 marks
- » Section A – Two short, structured questions
- » Section B – Two extended-response questions on an anthology passage
- » Section C – An extended question

---

### Religion and ethics

- » Significant concepts in issues or debates in religion and ethics
- » A study of three ethical theories
- » Application of ethical theories to issues of importance
- » Ethical language
- » Deontology
- » Virtue ethics and the works of scholars
- » Medical ethics
- » Beginning and end of life issues

### Paper 2: Religion and ethics

- » Written examination
- » 2 hours
- » 33.33% of the qualification
- » 80 marks
- » Section A – Two short, structured questions
- » Section B – Two extended-response questions on an anthology passage
- » Section C – An extended question

---

### New Testament studies

- » The social, historical and religious context of the New Testament
- » Texts and interpretations of the Person of Jesus
- » Interpreting the text and issues of relationship, purpose and authorship
- » Ways of interpreting the scripture
- » Texts and interpretations
- » The Kingdom of God, conflict, the death and resurrection of Jesus
- » Scientific and historical-critical challenges, ethical living and the works of scholars

### Paper 3: New Testament studies

- » Written examination
  - » 2 hours
  - » 33.33% of the qualification
  - » 80 marks
  - » Section A – Two short, structured questions
  - » Section B – Two extended-response questions on an anthology passage
  - » Section C – An extended question
-

## WHERE CAN RELIGIOUS STUDIES TAKE YOU?

Students acquire skills throughout the course including a detailed knowledge and understanding of philosophical, ethical and theological theories, as well as concepts and evidence. Students will also learn and develop skills for the application of philosophical, ethical and theological theories, as well as concepts and evidence i.e. how can you argue your view and why.

Religious studies is an academically demanding subject, regarded as an acceptable A level by universities. An A level qualification in religious studies is a wonderful foundation subject and starting point for any humanities or social science degrees as well as philosophy or theology.

The main skill religious studies helps students to accomplish is the ability to critically analyse, to assess concepts and to formulate constructive argument; these skills are easily transferrable to any high level of study. Its broad spectrum of study makes it particularly useful for a variety of careers.

TV Presenter Political Consultant  
Teacher Historian Charity Worker  
Author Lobbyist Museum Curator

### Religious studies

Human Rights Advocate Diplomat  
Youth Worker Lecturer Marketing  
Publisher Communications Policy  
Advisor Global Purchasing Manager

## WHAT TO STUDY ALONGSIDE RELIGIOUS STUDIES?

It's not unusual to find that students studying A level religious studies do so alongside other subjects such as humanities, social sciences and psychology. For example, due to the combination of analytical thinking plus links with drama, students can apply different viewpoints into their theatrical studies and performances as well as research.

## WHAT OUR STUDENTS SAY

### GEORGE



"Do you find yourself questioning what brought about our existence? Perhaps you question as to why evil is allowed to persist in our world? Or do you want to delve deeper into the history and context of religion? Furthermore, do you ponder about current ethical issues and what role religion plays within them? If any of these queries intrigue you then you are perfectly suited for religious studies A level. One of the most intriguing parts of the course is New Testament Studies. This is because it explores the context of the bible and the history surrounding it. From Persian Rule to the Roman Period which oversaw the crucifixion of Jesus Christ, it delves into the facts, which ultimately gives you an understanding as to why Christian ideology is the way it is. If you have a passion for Philosophy and tend to ponder a lot on important questions, then the Philosophy of Religion part of the course is just for you. One of the main reasons this part of the course is so interesting is because it gives you multiple different perspectives to religious questions such as why does evil and suffering exist? and discussions related to life after death. This in turn ultimately gives you loads of evidence on which you can base your answers to these questions. Most importantly, religious studies gives you the ability to analyse and debate, which are important skills that universities look for. Debates are common as the topics tend to be opinionated. Your analytical skills improve through the reading of religious and philosophical texts and the answering of key questions."

**Interested in finding out more about religious studies at Woodbridge?**

Contact: [etattoo@woodbridgeschool.org.uk](mailto:etattoo@woodbridgeschool.org.uk) .  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBIDGE  
SCHOOL**





# Photography

## INTRODUCING PHOTOGRAPHY

The Art Department is built on the philosophy that each student has what it takes to be a photographer and brings with them experiences and individuality which set them apart. "You don't make a photograph just with a camera. You bring to the act of photography all the pictures you have seen, the books you have read, the music you have heard, the people you have loved." Ansel Adams.

We offer an innovative curriculum set around key points of extra-curricular intervention, industry experience and collaboration. Beyond practical skills we are looking to identify, celebrate, hone and distil creativity, work ethic, cognitive agility, steadfastness and forward planning. We look holistically at each artist coming through the ranks and believe we imprint aptitudes and practical skills that increase a person's chance of living a happy and fulfilling life; earning money and professional success is an important part but not the only goal. Self-fulfilling independence is the journey and the destination.

Our young people have many contemporary challenges to contend with, including the continued development of AI and its effect on which jobs may become redundant in the future, the complexity of prevalent societal ethics like gender identity and more. Our curriculum is responsive to this too. Our staff (James Hutch, Georgina Chapman-Ross, Lucy Parker, Ruth Leach and Ross Holden) are all practising artists and photographers who bring their contemporary experience to this process.



**Mr J Hutch**  
Head of art

*"One of the most important changes we made to the Art Department in recent years was to fully embrace photography as a serious practical and intellectual pursuit. It has brought many new faces into the department who would not have studied painting and drawing, but who are excited by the production of still and moving image. It has become an integral part what we do and how we envisage the future."*

# STUDYING PHOTOGRAPHY AT WOODBRIDGE

Most of our A level photography students will have studied the subject at GCSE, but we can make exceptions. A successful photographer will need to be adaptable, passionate, skilful, analytical, independent, imaginative, organised and resourceful. The manner in which we teach therefore, aims at the continued development of all of these skills.

Photography is an exciting art form. Mankind (Womankind) collaborates with machine to create soulful, technical and insightful surprises. We have a structured induction and two-year course which allows young creatives to push the boundaries and expand our minds about what contemporary photography should be. This pathway can encompass animation and digital art, but more typically focusses on digital

photography with either light or heavy post-production. We have enjoyed seeing various approaches and have been made richer as a department by the independence and determination of our cohorts.

As a department we are an attractive, complementary blend of the traditional and the contemporary, students are expected to critique each other's work, at times assess their own work and respond practically to teacher/student discussions.

Given our approach and flexibility, we are able to offer students the opportunity to study up to three art-based A levels, mostly due to the adaptability of our timetable at Woodbridge School. Each Sixth Form student artist is provided with their own studio space.

## COURSE STRUCTURE

### EXAM BOARD: OCR

1. Induction projects
2. Woodbridge Editions and additional extra curricular opportunities.
3. A level Personal Investigation that includes a Related Study (60% of A level)
4. A level externally-set task (40% of A level)
5. Portfolio preparation

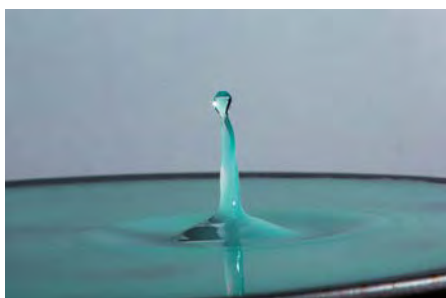




Photography is 100% coursework meaning all lessons and homework contribute towards the same task -producing a portfolio of work. The focus of the course is to enable students to become skilful and fulfilled practitioners, rather than just making art to suit an assessment matrix. Homework is clearly an essential part of the course and is designed to maximise the artistic freedom of students. Support is given to students regarding the content and amount they need to produce each week, but the direction of the artists' work is in their own hands.

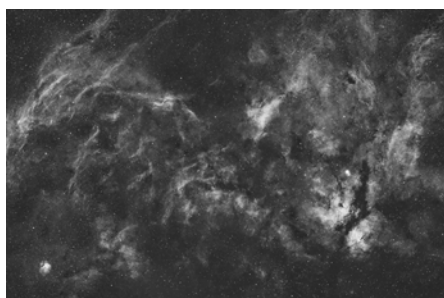
As the course progresses and develops, the assessment criteria are used to critique work but are not the only determining factors regarding success - self-satisfaction and identity are paramount to us.

There are distinct elements of the course, many of which are unique to Woodbridge School:



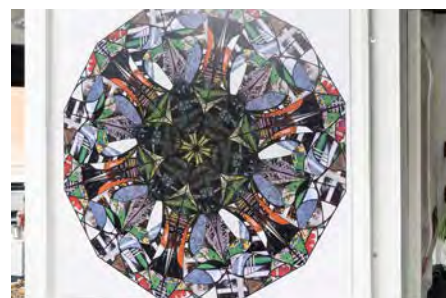
### Induction

Entitled 'New Beginnings' this is a chance to explore widely and gain confidence as an A level artist. There are technical and interpretative challenges, additional masterclasses and contextual research elements to this element of the course.



### Externally set task

Artists select and respond to a theme provided by our examination board. This task is shorter than the Personal Investigation, accounting for 40 % of the A level and taking place from February to May of Year 13.



### Exhibiting

Over the course of two years during which the A level is completed, each student is encouraged and given the opportunity to exhibit at least six times. Two of these opportunities are to exhibit in a mini gallery called Mini\*Super, two others in a gallery out of School and two more in the Summer Show held at School.



### Personal investigation

The remit for the investigation is the photographer's own choice, accompanied by a related study (which involves a short essay); this part of the course accounts for 60 % of the A level, and takes place over three terms from November Year 12 to February of Year 13.



### Woodbridge Editions

An industry experience for Year 13 students, this element involves students creating and producing their own limited edition giclee prints which are exhibited and put up for sale (with students receiving 50% of the profits!). The exhibition and sale have become a cornerstone of the Art department



VISUAL ARTS WOODBRIDGE

### WVA Live talks

VAW Live Talks are produced using Instagram Live. These talks enable our art community to interact with a wide variety of diverse professionals living across the globe. The interviews all seek to uncover what helps people succeed in the Visual Arts industries.



### Trips and workshops

Students attend whole day workshops and get to meet with and talk to a number of visiting artists throughout the course. We also arrange a number of trips to visit a variety of galleries.

### University applications

Students are taught about social media, websites, portfolios and interviews for university, as well as given guidance and instruction to hone the persona they give to the world as an emerging artist. This is an integral part of the course.

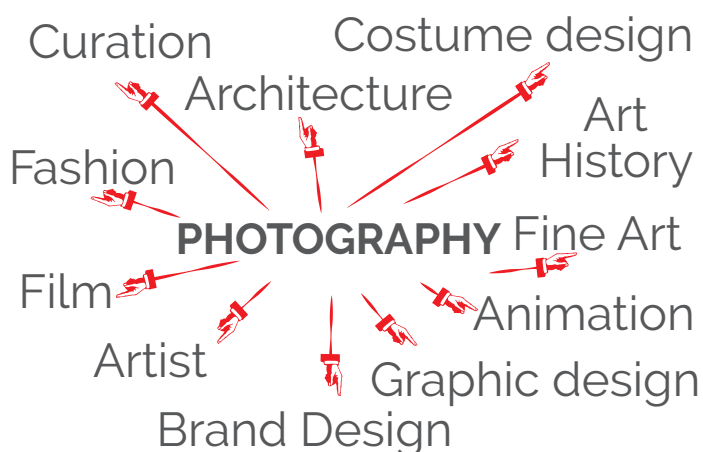


## WHERE CAN PHOTOGRAPHY TAKE YOU?

Over three quarters of our A level students have historically moved on to study an area of the arts at university; this has included film, architecture, illustration, costume design, fine art, history of art, foundation of art and many more. Woodbridge School has been responsible for facilitating successful applications to many world-class art institutions.

But not all students leave for art-based degrees; what is just as important is that our students also leave School to study courses such as English, law, economics, international studies, engineering and more. Art is an enlightening subject with rigour and huge value to further educational institutions and the jobs market. Our overall aim is to open doors for all our artists, to allow them to be themselves and to function on a commanding level practically and conceptually.

Having achieved continuously high A level results over a number of years, including 63% A\* and 100% A\* - A in 2022, attributed to our dedicated, professional and inspiring staff as well as the wealth of resources, workspace and materials students have access to. Students are able to be the best they could possibly be!



## WHAT TO STUDY ALONGSIDE PHOTOGRAPHY?

All subjects are well paired with photography. There are many analytical skills used in diverse areas of the curriculum that are fruitfully deployed in the Arts. Many students take design and art or photography. Several students also take maths, English, science, philosophy, history and languages alongside the arts. There is no combination of A levels that would not be considered in terms of a combination alongside photography.

## WHAT OUR STUDENTS SAY

“

**Clara**

*"The main thing I like about studying Photography is the independence I have. We set our own targets, managing our own time - it's great. We're also given lots of advice and guidance on life after school."*

**Cecily**

*"All my A levels are very different, I'm studying science, language and art - so this gives me a huge amount of diversity; I'm never just sitting in a classroom learning facts or vocab, I absolutely love the practical element I'm able to have as part of my studies. I have independence and freedom, and I get to try photography techniques such as developing my own film - it's great to be able to explore different things and produce my own work, seeing everything come to fruition."*

**Freddie**

*"I love the growth that this course allows. Even though I didn't do photography at GCSE I've seen my own work come on ten-fold since beginning the course. I love exploring different parts of photography, and deciding what to focus on!"*

**Prin**

*"I'm treated like an adult, with my own expectations as well as independence; this course gives me the opportunity to explore the subject far more than I thought I would be able to. Mr Hutch gives us an amazing level of trust, he's a mentor we can rely on - I feel like he's pushed me to be the best version of myself."*

**Toby**

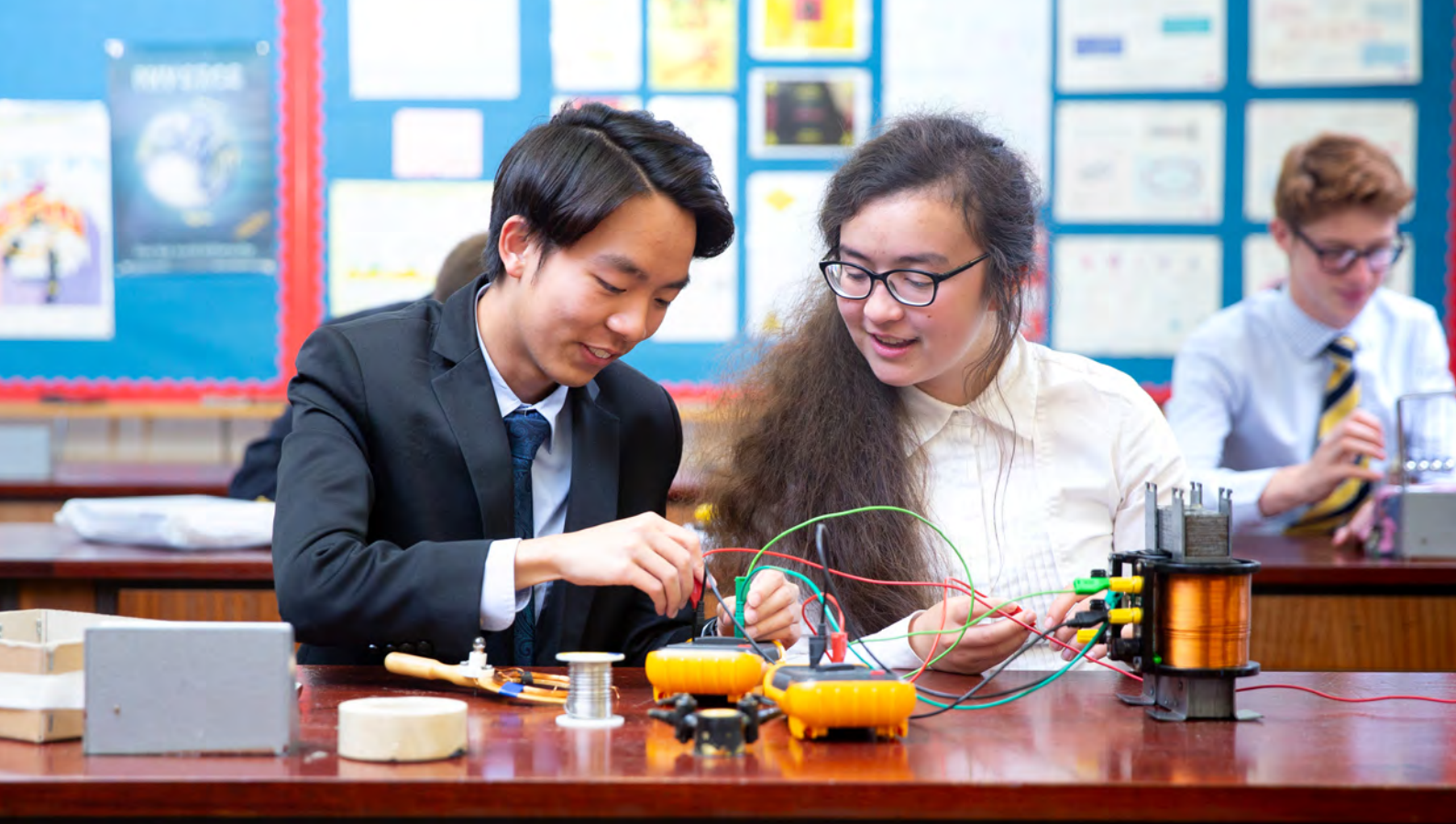
*"There's so much opportunity to develop on this course, and it's very much dependent on what you'd like to do, not what your teacher thinks you should do. We're constantly given opportunities, help with planning and "organisation, the teachers are very supportive. We learn in a fantastic studio full of all the latest equipment and we're able to use it independently."*

**Interested in finding out more about photography at Woodbridge?**

Contact: [jhutch@woodbridgeschool.org.uk](mailto:jhutch@woodbridgeschool.org.uk)  
Admissions: [Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBIDGE  
SCHOOL**



# Physics

## INTRODUCING PHYSICS

From learning about the interaction of the smallest particles, to the way the Universe has evolved, students will also study topics which are directly related to everyday life, as well as studying the technology which inspired the digital revolution.

Students will combine concepts studied with a range of practical experiments in each topic giving the course both an academic and practical focus. Students will learn to apply knowledge of the key concepts to solve problems in a range of different contexts and applications.

From stretching wires to breaking point in the first term and measuring laser ray diffraction in the second, students will also be applying Newton's equations to study planetary motion and carrying out experiments to investigate wave particle duality.



**Mr J Cooper**  
Head of physics

*"Here on the boundary between planet earth and the rest of the universe the physical world is full of startling variety. The study of physics is awesome because we can apply the same principles and ways atoms combine to produce a rich variety of outcomes. Here at Woodbridge the combination of practical and theoretical content equips students with the knowledge and critical thinking to identify and utilise these principles; skills which are highly desirable and transferable to a wide range of further study contexts."*

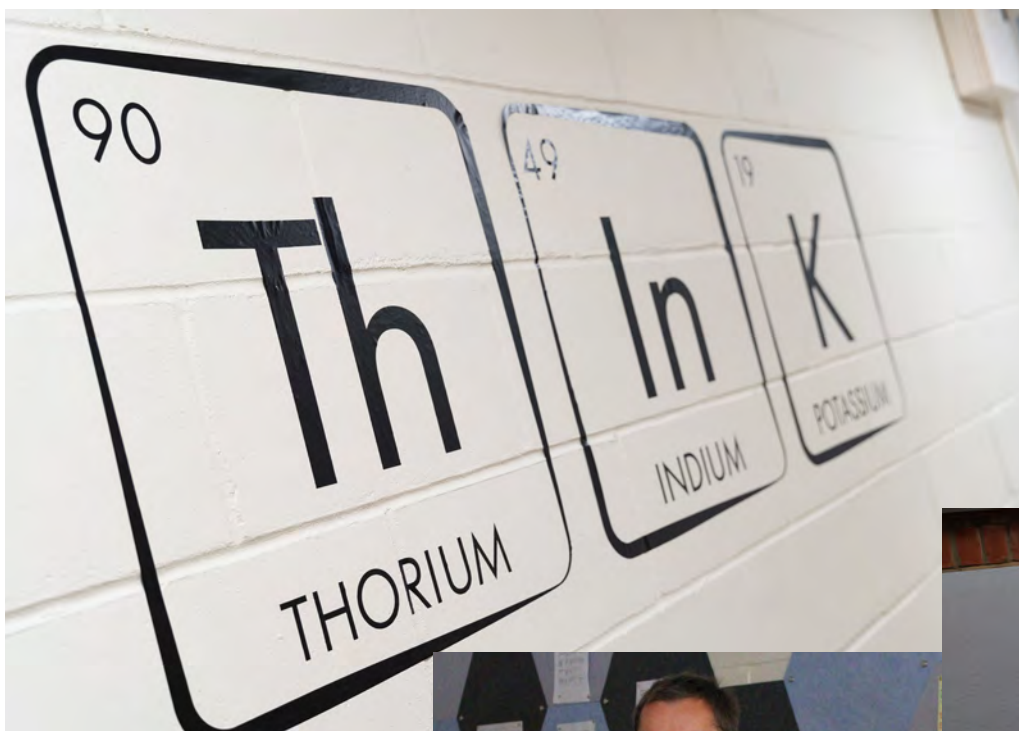


## STUDYING PHYSICS AT WOODBRIDGE

Students wishing to study physics will need to achieve at least a grade 7 at GCSE. This is an academically rigorous course, and a secure grasp of basic mathematics is also required.

Students are taught by three experienced teachers in our well-equipped laboratories. The emphasis is on practical work, observation and data collection, leading to understanding the underlying concepts and using knowledge and information in problem-solving.

Throughout the course, as well as being supported by their teachers, students have access to a range of digital resources including Kerboodle containing the electronic version of the textbook and itslearning, the School's vLE, with a range of study materials and revision guides.





# COURSE STRUCTURE

## EXAM BOARD: OCR

The course is divided into six modules:

1. Development of practical skills in physics
2. Foundations in physics
3. Forces and motion
4. Electrons, waves and photons
5. Newtonian world and astrophysics
6. Particles and medical physics

SI units, Newton's Laws of Motion, estimation, awareness of limitations of physical measurements, vectors, scalars, mechanics, circular motion, electric circuits (including capacitance), waves, kinetic theory, quantum and nuclear physics, and fields (electric and gravitational) are just some of the topics that will be studied.

Assessment is by three examinations which assess content from all six modules:

### Component 1 - Modelling physics

- » Assesses content from modules 1, 2, 3 and 5
- » 2 hours 15 minutes
- » Written paper
- » 100 marks
- » 37% of A level

### Component 2 - Exploring physics

- » Assesses content from modules 1, 2, 4 and 6
- » 2 hours 15 minutes
- » Written paper
- » 100 marks
- » 37% of A level

### Component 3 - Unified physics

- » Assesses content from all modules (1 to 6)
- » 1 hour 30 minutes
- » Written paper
- » 70 marks
- » 26% of A level

There is also a practical endorsement in physics (04) component which is a non-exam assessment.



## WHERE CAN PHYSICS TAKE YOU?

Physics A level is one of the most universally accepted qualifications for progression to university.

Studying A level physics can lead to a variety of exciting careers, including lots of non-physics careers, such as management or finance; many non-scientific careers value the analytical abilities and problem-solving skills that an A level in physics develops.

However, relevant careers include anything to do with building or developing new technology such as architecture, engineering, astronomy, space exploration, games development and modelling the climate!

A level physics is essential for access to physics and engineering courses at university and is highly regarded for other subjects such as medicine, law and economics since the course develops critical thinking skills.

## WHAT TO STUDY ALONGSIDE PHYSICS?

Physics would support the study of many other subjects such as: maths, chemistry, biology, economics, history, business, English literature, psychology and geography.

For those students wishing to study engineering at university these courses typically require an A level in maths and at least one other science.

Civil Engineering Electrical  
Engineering Geophysicist  
Finance Mechanical Engineering  
IT Chemical Engineering  
Physics Engineering Author  
Armed Forces Actuary  
Environmental Physics  
Business Dentistry Academic  
Researcher Astronomer  
Acoustic Consultant Clinical  
Scientist, Medical Physics

## PHYSICS

Higher Education Lecturer  
Metallurgist Meteorologist  
Nanotechnologist Radiation  
Protection Practitioner  
Research Scientist (Physical  
Sciences) Secondary School  
Sound Engineer Technical  
Applications Developer  
Clinical Technologist Data  
Analyst Nuclear Engineer  
Operational Researcher Patent

**Interested in finding out more about Physics at Woodbridge?**

Contact: [jcooper@woodbridgeschool.org.uk](mailto:jcooper@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL



# Psychology

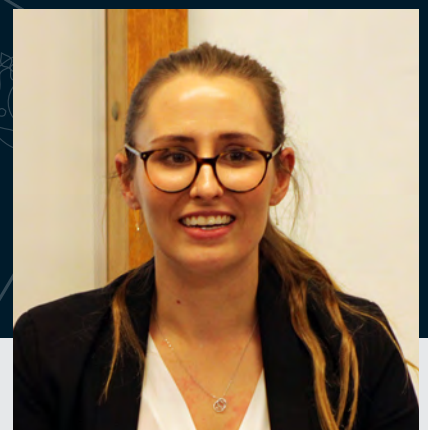
## INTRODUCING PSYCHOLOGY

One of the most popular subject choices at A level, psychology is the scientific study of human (and animal) behaviour and the thoughts and emotions that influence behaviour. It is concerned with all aspects of behaviour: the way people think, act, react and interact.

Psychology is a challenging A level subject, but it is also one that is fascinating and varied. You will learn how different theoretical perspectives can help us to understand and explain human behaviour- both typical and atypical forms of behaviour. For example, should we adopt the view that most human behaviour results from biological factors such as genes and hormones or is most of our behaviour learnt and therefore shaped by the environment? This is one of the big questions in science and one that you can expect to explore throughout your study of psychology.

The key skills students gain from studying psychology includes an in-depth knowledge and understanding of psychological theories, concepts, and research across many topic areas. Students will develop skills for the application of psychological theories, concepts, and research evidence to a broad range of real-life issues, going on to analyse and evaluate theories, concepts, evidence, and research methods.

Students can expect to develop their problem-solving skills, critical thinking and interpersonal awareness. The course also improves essay writing skills and numeracy, along with presentation, leadership and collaborative skills.



**Miss K Maskell**  
Head of Psychology

*"Do you ever find yourself wondering why we behave, think, and feel the way that we do? Are you curious about others and the world around you? If yes, then psychology is for you. There aren't many subjects that you can 'do' everyday, but psychology is one of them! Study psychology and you will leave with a robust set of transferrable skills, and a detailed insight into what makes us uniquely human."*



## STUDYING PSYCHOLOGY AT WOODBRIDGE

Students wishing to study psychology will need at least five GCSEs at grade 4 or above, including grade 6 in biology or additional science, mathematics and English.

Teaching and learning in psychology are a combination of teacher-led classroom discussions, student-centred learning and small research projects.

Students are expected to learn through teacher-led classroom discussion where they are expected to listen and take notes based on worksheets. Students are also expected to learn through independent learning, where they will be asked to research topics and report back with their findings and thoughts, possibly through presentation to the class. Student-centred learning involves both working as an individual as well as in small groups.

Alongside this, students are also expected to deliver small research projects through which they demonstrate ideas of concepts and learn the methodology.

A significant part of the A level course will involve learning about the various research methods that psychologists employ to study human behaviour. The research methods topic will require basic mathematical skills such as graphical analysis, data handling and the calculation of percentages. In addition, students will be taught about the inferential statistical tests that are used to analyse research data.

The course also covers important issues that are topical and relevant such as gender, mental health, and the economic implications of psychological research. For more information and a breakdown of which topics are covered on each of the exam papers please refer to the grid below.



# COURSE STRUCTURE

## EXAM BOARD: AQA

Core areas of psychology are covered in exams including:

- » Social psychology
- » Attachment psychology
- » Cognitive psychology
- » Behavioural psychology
- » Biological psychology
- » Psychopathology
- » Psychological research methods
- » Issues and debates in psychology

Exams take place at the end of two years' studying; assessment through examination consists of a mix of short, medium, and longer answer/essay-style questions alongside multiple choice. Each of the three exam papers counts towards a third of your final A level grade.

Students study three units as part of the A level course:

### Unit 1:

- » Social influence: conformity and authority, considering Milgram and Zimbardo
- » Memory: how we remember and what it is that makes us forget, with particular reference to eye-witness testimony
- » Attachment: the implications of poor attachment in infancy, infant-caregiver interactions and how these might influence development in later life
- » Psychopathology: the symptoms, causes and treatments of obsessive compulsive disorder, phobias and depression

### Paper 1: Introductory topics in psychology

- » Written exam
- » 2 hours
- » 96 marks in total
- » 33.3% of A level
- » Multiple choice, short answer and extended writing 24 marks each

### Unit 2:

- » Approaches in psychology: the origins of psychology and the work of the early psychologists such as Wundt, Watson, Freud, Pavlov, Skinner and the five main approaches to understanding human behaviour
- » Biopsychology: our behaviour stems from how we are affected by our biological environment, investigating the nervous system, the brain and the effect of injury
- » Research methods: different research methods used by psychologists and their strengths and limitations scientific processes and techniques of data handling and analysis. In this topic students will have the opportunity to put their knowledge of research methods into practice by completing their own research project

### Paper 2: Psychology in context

- » Written exam
- » 2 hours
- » 96 marks in total
- » 33.3% of A level
- » Multiple choice, short answer and extended writing 24 marks each

### Coursework:

- » Issues and debates in psychology: "Are we free to choose our behaviour?", "Is my behaviour the result of my biology or my upbringing?" We aim to answer these amongst other questions
- » Gender: what is it that makes a little boy more active and/or aggressive than a little girl? Is it our genetics and biology or our upbringing?
- » Schizophrenia: this topic looks at the symptoms and diagnosis of schizophrenia, the possible causes and the treatments that are available
- » Aggression: why do some individuals show higher levels of aggression? We examine the various biological and environmental explanations for aggression and also cover topics such as institutional aggression in prisons in this unit

### Paper 3: Issues and options in psychology

- » Written exam
- » 2 hours
- » 96 marks in total
- » 33.3% of A level
- » Multiple choice, short answer and extended writing 24 marks each
- » Three further topics from different sections
- » Multiple choice, short answer and extended writing 24 marks each

## WHERE CAN PSYCHOLOGY TAKE YOU?

Psychology is an academically demanding subject and equips you with many useful skills. It is an excellent starting point for any science or social science related subject.

A significant number of those who study psychology at A level at Woodbridge go on to study psychology at university; forensic psychology and criminology are currently very popular. Other courses pursued are education, nursing, neuroscience, business, advertising and marketing as well as law. Not surprisingly, the study of psychology equips you for any profession in which you might have to deal with other people!

Teaching and Research in Psychology  
Forensic Psychology Criminology Clinical Psychology  
Educational Psychology Nursing Politics Speech and Language Therapy  
Occupational Therapy Law

## PSYCHOLOGY

Neuropsychology Social Services  
Business, HR and Finance Industry  
Marketing PR and Sales Medicine Social  
Work Commerce Voluntary Organisations  
Charity Sports Psychology/Sports Therapy

## WHAT TO STUDY ALONGSIDE PSYCHOLOGY?

While no specific subjects are required, students are usually required to have an A level in science, to study psychology at university.

Other subjects often studied alongside this social science include but are not limited to: biology, maths, chemistry, physics, history and English.

A combination of social science and humanities can offer students an advantage when considering a range of university courses.

## WHAT OUR STUDENTS

“

*Tom*

*"I'm so glad I took psychology at A level; the content within the course is enormously varied and each of the 11 topic areas are equally interesting. I have come away from psychology with a diverse and intricate understanding of the mind which I'm eager to apply throughout my future studies/career. Psychology at Woodbridge is made even better by the friendly staff who make sure nothing ever goes misunderstood."*



**Interested in finding out more about psychology at Woodbridge?**

Contact: [kmaskell@woodbridgeschool.org.uk](mailto:kmaskell@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



**WOODBIDGE  
SCHOOL**





# Sociology

## INTRODUCING SOCIOLOGY

The study of society, sociology looks at how people interact in groups, examining social behaviour from a variety of perspectives. From how social behaviour originates and then develops, to the ways in which people are organised into groups according to distinction, sociology students can expect to discover and discuss identity, social class, gender and race as well as culture, ethnicity, sexuality and disability.

Focusing on contemporary society, providing an awareness of the importance of social structure and actions in explaining social forces and issues, sociology also looks at the institutions and forces which shape and are shaped by groups such as the media, religion and education.

The new, revised sociology specification has a central focus on contemporary UK society; however, this can often be understood through the study of other cultures too. Students will learn about the two core threads that run through many areas of social life: socialisation, culture and identity and social differentiation, power and stratification. At the end of the A level course, students will understand the significance of conflict, consensus, social structure and action, and will be able to apply sociological research methods to the study of each unit. Hence sociology's categorisation as a social science – it has social aspects but uses research to underpin its findings.

Students are encouraged to be active in terms of their involvement with the research process during the course, carrying out small-scale sociological research and being fully engaged in theoretical debate.



**Mr M Davis**  
Head of sociology

*"If you have an enquiring, open mind, a willingness to take part in honest and sensitive discussions, and a sense of adventure, sociology is for you! Every day of our lives, we all ask sociological questions to some extent. Sociology is relevant and interesting to everyone."*

## STUDYING SOCIOLOGY AT WOODBRIDGE

Students wishing to study sociology will need at least five GCSEs at grade 4 or above, including English language at grade 5 and maths at grade 4.

A GCSE in sociology is not a pre-requisite, however if you have studied it, a grade 5 is required. It's also desirable to have a GCSE in a written subject such as English, history or religious studies since the course and exams involve essay writing, and an appreciation of the importance of analysis and balance in tackling conflicting point of view is advantageous.

Topics in the course cover a variety of areas from culture and identity, families and household, health work, poverty and welfare, to beliefs in society, global development, media, stratification and differentiation.

The key skills students gain from studying sociology include detailed knowledge and understanding of sociological theories, concepts and evidence; sociological research methods. Students can also expect to learn and develop their application of sociological theories, concepts, evidence and research methods to a range of issues.



# COURSE STRUCTURE

## EXAM BOARD: AQA

Throughout the course, students will also acquire skills required for analysis and evaluation of sociological theories, concepts, alongside the ability to evidence and research methods in order to present arguments, make judgements and draw conclusions.

Exams take place at the end of two years' studying; assessment through examination consists mostly of essay-based questions alongside several structured questions based on the following content:

- » Crime
- » Education
- » Culture and identity
- » Media

**Core areas of sociology are covered in exams including:**

- » Knowledge and understanding of contemporary social issues and changes
- » Understanding and evaluating key sociological theories and perspectives
- » Understanding and evaluating the methods of sociological research
- » Developing students' interest in the social, political and economic issues that affect society

There are three papers to sit, each counting towards a third of the final mark.

### **Paper 1: Education with theory and methods**

2 hour exam

- » Education: short answers and extended writing
  - » 50 marks
- » Methods in context: extended writing
  - » 20 marks
- » Theory and methods: extended writing
  - » 10 marks

### **Paper 2: Topics in sociology (culture and identity, the media)**

2 hour exam

- » Culture and identity: extended writing
  - » 40 marks
- » The media: extended writing
  - » 40 marks

### **Paper 3: Crime and deviance with theory and methods**

2 hour exam

- » Crime and deviance with theory and methods
  - » 50 marks
- » Theory and methods: extended writing
  - » 30 marks





## WHERE CAN SOCIOLOGY TAKE YOU?

Sociology is an academically demanding subject, regarded as an acceptable A level by universities.

An A level qualification in sociology is a wonderful foundation subject and starting point for any social science or related subjects, from economics, psychology and politics to criminology and philosophy.

The knowledge learnt can be applied to every aspect of society and therefore can provide a pathway to a wealth of careers from teaching to criminology.

## WHAT TO STUDY ALONGSIDE SOCIOLOGY?

Sociology is worth considering in order to appeal to universities in terms of their expectation that students will take a 'challenging' combination of subjects.

Sociology provides an excellent starting point for any social science degree and is often taken alongside psychology, geography, English and history.

You don't need an A level in sociology to take at university, but clearly it helps



Teaching      Criminology  
Law            Enforcement  
Journalism   Civil Service  
Politics      Crime Scene  
Investigation      Social  
Services      NHS      HR  
Organisations Local and

## SOCIOLOGY

Central      Government  
Industry      Marketing  
Medicine   Social Work  
Commerce   Education  
Authority      Voluntary  
Organisations  
Counselling      Charity

**Interested in finding out more about sociology at Woodbridge?**

Contact: [mdavis@woodbridgeschool.org.uk](mailto:mdavis@woodbridgeschool.org.uk)  
[Admissions@woodbridgeschool.org.uk](mailto:Admissions@woodbridgeschool.org.uk)  
01394 615041 | [www.woodbridgeschool.org.uk](http://www.woodbridgeschool.org.uk)



WOODBIDGE  
SCHOOL