



WOODBIDGE  
SCHOOL



GCSE Options 2024

# GCSE Options 2024

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# WOODBIDGE SCHOOL

## GCSE Options 2024

### Introduction to parents of students in Year 9

This stage of Year 9 is an important and exciting one. The Year 9 curriculum is deliberately broad, ensuring that students access a wide range of complementary and contrasting subjects including humanities, science, languages and creatives. This enables them to develop interests in many directions.

In Year 10 students focus their study more, and typically fifteen subjects become ten. Students identify subjects that they would like to continue further, still keeping a healthy balance of different skills, but allowing more curriculum time and increased depth of learning in each.

All students take English Language, English Literature and Mathematics. Students can then opt to take three sciences (biology, chemistry, and physics) as separate GCSEs plus four other options, or combined science plus five other options. Your child's science teacher will help decide which is the more appropriate pathway. Those already considering the sciences for study in the Sixth Form should ensure that they choose the separate sciences at GCSE.

A broad balance of other choices is important, and students should study a language (ancient or modern) as well as a humanities subject and a creative or technical subject.

There are many criteria that should inform your child's subject preferences, not limited to enjoyment, level of ability, and preparation for Sixth Form courses. Please see, for example, the advice regarding science choices.

I hope you will find this booklet useful. Each Head of Department has set out a brief summary of the course, the examination structure and the likely demands on a student. I would stress, however, that the GCSE years should be a time of enjoyment and that the balance between academic work and other interests is crucial.

If you have any questions at all, please do contact the relevant Head of Department or your child's tutor. Additionally, the Head of Sixth Form, Mr Beasant, (DBeasant@woodbridgeschool.org.uk), is available for more general advice about the world of work and qualifications beyond School.

As a final point, we do try to offer all students' preferred courses where possible. If a certain combination of preferences cannot be offered, or if a course cannot run as hoped, we will endeavour to offer a sound alternative including your child's next preference.

**Mr K Hayward-Bradley**  
**Deputy Head Academic**  
KHayward-Bradley@woodbridgeschool.org.uk

## GCSE Grading System

The grading system for GCSE is a grade 9 to 1 system

Grades 9, 8 and 7 are considered to be very high grades (previously A\* and A grades). Grade 9, the top grade, is awarded to the top 20 per cent of all students who score a grade 7 or above in each subject.

Grades 6, 5 and 4 are pass grades (previously B and C), with grade 5 often known as a "strong pass" grade. At Woodbridge we ask for grade 6 and above to continue a subject through to A level.

Grades 3, 2 and 1, although nominally pass grades, are not generally considered to be pass grades by schools, universities or employers.

## GCSE Options Process

- ➡ **January 2024** – GCSE Options Fair
- ➡ **February 2024** – Deadline for return of options form

"There are moments when I feel like I know more about some subjects than my parents! It makes me feel great and I want to learn more."



# English Language and Literature

(Core Subjects)

Edexcel IGCSE English Language Specification 'A' (4EA1)

Edexcel IGCSE English Literature (4ET1)

## Course Content

During the two years of your GCSE studies most of you will complete courses in both English Language and English Literature. The Literature course will cover a variety of skills and texts including a twentieth century novel (for example *Of Mice and Men*), a selection of poetry (ranging from *Shakespeare's Sonnet 116* to Sujata Bhatt's *Search for My Tongue*), and a modern play as well as one text from our literary heritage. The English Language course will extend your writing skills and teach you how to write for a different range of purposes and audiences.

You must also expect some emphasis on the accuracy of your written English during the two years as this is formally assessed at IGCSE.

## Controlled Assessment

There are no controlled assessments for the Edexcel IGCSE qualifications.

## English Literature

### Paper 1: Poetry and Modern Prose

2 Hours (60% of IGCSE)

A: a response to a previously unseen poem;  
B: a response comparing two poems from those published in the Edexcel Anthology;  
C: a response to a modern prose text, for example *Of Mice and Men* by John Steinbeck.

### Paper 2: Drama and Literary Heritage

1 hour 30 minutes (40% of IGCSE)

A: a response to a modern drama text, for example *A View from the Bridge* by Arthur Miller.  
B: a response to a text from our literary heritage, for example (full text) *Romeo and Juliet*.

## English Language Specification 'A'

### Paper 1: 2 hours 15 minutes (60% of IGCSE)

A: a response to a previously unseen non-fiction extract;  
B: a response to one of the extracts included in the

non-fiction section of the Edexcel *Anthology*;  
C: transactional writing from a choice of two tasks involving a given audience, form and purpose.

### Paper 2: 1 hour 30 minutes (40% of IGCSE)

A: an analytical response based on a piece of literary prose or a poem from the Edexcel *Anthology* Section 2;  
B: a piece of imaginative writing from a choice of three tasks.

## How will I be taught?

The study of English is the study of all kinds of ideas and views and how they are expressed in language, so you will spend a lot of your time with different kinds of text, exploring their meanings and their attempts to move or manipulate you. Then you will present your own analysis, your own views, or your own attempts to move or manipulate your audience.

First and foremost you will develop your analytical skills in reading and writing. You will practise how to explore the language of a text, and tease out its possible meanings. Your teacher will show you how to structure an argument, how to build paragraphs out of ideas, and how to integrate and examine evidence - a process you should find exciting and empowering. Your teacher will also encourage you to make your prose as accurate and precise as possible. You will be given time to think for yourself, and it is vital that you take the opportunity to do so. The more independent you become, the more you will enjoy the course and flourish.

You will also have many chances to discuss ideas and issues in pairs and groups in class, whether they arise from a literature or a media text. It is important that you develop your ability to read, write and speak in formal Standard English over the two years. Think about the importance of this skill in future life.

**Mrs S Fernley**

**Head of KS4 English**

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# Mathematics

(Core Subject)

Edexcel International GCSE Mathematics Specification 'A' (4MA1)

## Course Content

The International GCSE, commonly known as an GCSE, aims to give students a foundation in mathematical skills and to develop their knowledge and understanding of how to use and apply mathematical techniques and concepts to solve problems. It includes similar content to the standard mathematics GCSE such as number, algebra, probability and shape and space as well as additional advanced topics such as calculus. It also has more depth on functions and set theory. The course provides an excellent mathematical foundation as well as offering a very good introduction to A level Mathematics.

## Controlled Assessment

There are no controlled assessments for the Edexcel IGCSE qualifications.

## Examination

Students will mostly take the higher tier papers, each of which lasts 2 hours where they can obtain grades from 4-9, some will sit the foundation tier papers (where they can gain grades 1-5). All papers are taken at the end of the course in Year 11.

## How will I be taught?

You will be taught using a range of formal and informal methods, through demonstration as well as collaborative work. Successful problem solving depends not only on having the requisite techniques at one's fingertips but also having the courage to try alternative approaches and the determination to see them through. You will be taught to see beyond the single-stage problems that lie at the heart of much of the mathematics covered pre-GCSE, hence the need for both independent and shared endeavour.

At its most sophisticated, the course will show you how many apparently disparate topics are inextricably interconnected as you use your problem-solving skills to tackle multi-stage challenges.

## Opportunities for field work and trips

The department endeavours to explore areas beyond the curriculum wherever possible. In addition, you will have the opportunity to test your prowess in various national mathematics competitions during the year and the School also competes in the national mathematics team challenge. Our mathematicians and computer scientists also have an impressive record in the National Cipher Challenge.

## What skills will I develop?

Mathematics is the archetypal problem-solving subject; it hones skills in logical thinking, abstraction, visualisation, structuring, precision, estimation and approximation, tenacity and perseverance. The best mathematics is often described as beautiful or elegant; you will have plenty of opportunities to see why as you construct your own beautiful proofs and solutions.

## Where can IGCSE Or GCSE Mathematics lead?

At a practical level, Mathematics GCSE or IGCSE at grade 4 or better is regarded by employers as a key qualification for many jobs, and increasingly tests of Mathematics or logic are included in the interview and selection process. It is also a requirement for most degree courses, is a crucial stepping stone to studying mathematics in the Sixth Form and is fundamental for entry into engineering and computing, most sciences, and much of the world of business, economics, insurance and finance.

**Mr J Allen**

**Acting Head of Mathematics**

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"When it comes to the exams,  
just pace yourself, do the  
work, and you'll be fine."

It really doesn't need to be  
stressful. The idea of it is far  
worse than the reality."

## The Sciences (Core Subjects)

AQA Combined Science (8464)  
AQA Physics (8643)  
AQA Chemistry (8462)  
AQA Biology (8461)  
AQA Combined Science Trilogy (8464)

### How will I be taught?

You will have a specialist teacher in each of the three sciences. Learning is through a variety of methods from informational clips to research projects, from group work to practicals, ensuring lessons are varied and interesting and you will be able to see real-life applications of what you are taught. The sciences, by definition, include practical work; chemists love a good explosion! Where possible field trips are included – even if just to the valley to count clover and daisies in transect work! Exam technique will make up some of the lessons to ensure you have the best chance to practise this important skill.

### What skills will I develop?

The sciences are essential to developing critical thinking, the desire to question what you see and understand the workings behind life itself. You will

be encouraged to interpret and analyse all kinds of information, to hypothesise and to prove and disprove theories. You will work independently and in groups, learn how to research and hone your presentation skills as well as be creative in your thinking and application.

### Where will studying Science lead?

Literally anywhere. The skills you learn are transferable into a plethora of careers and further study. From medicine and veterinary science to crime scene investigation and green energy technology, science qualifications are respected in all fields of work and universities. Their real-life, modern, and ever-changing applications, alongside the variety of skills you will learn, mean that you will be in high demand.

## Combined Science Trilogy

### Course Content (Combined Science)

#### Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

#### Chemistry

9. Atomic structure and the Periodic Table
10. Bonding, structure, and the properties of matter
11. Quantitative chemistry
12. Chemical changes
13. Energy changes
14. The rate and extent of chemical change
15. Organic chemistry
16. Chemical analysis
17. Chemistry of the atmosphere
18. Using resources
19. Key ideas

#### Physics

20. Energy
21. Electricity
22. Particle model of matter
23. Atomic structure
24. Forces
25. Waves
26. Magnetism and electromagnetism
27. Key ideas

### Examination (Combined Science)

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from 4 distinct topic areas.

Each paper: 1 hour 15 minutes (16.7% of GCSE)

For full details visit [www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464](http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464)

*Continued overleaf*

# The Sciences (Cont'd)

## Separate Sciences

### Physics

#### Course Content

- 1. Energy
- 2. Electricity
- 3. Particle model of matter
- 4. Atomic structure
- 5. Forces
- 6. Waves
- 7. Magnetism and electro-magnetism
- 8. Space Physics

#### Examination

##### Paper 1

Units 1-4  
Written exam: 1 hour 45 minutes  
(50% of GCSE)

##### Paper 2

Units 5-8  
Written exam: 1 hour 45 minutes  
(50% of GCSE)

Both papers contain multiple choice, structured, closed short answer and open response questions.

**Mr J Cooper**  
**Head of Physics**  
JCooper@woodbridgeschool.org.uk

### Chemistry

#### Course Content

- 1. Atomic structure and the Periodic Table
- 2. Bonding, structure, and the properties of matter
- 3. Quantitative chemistry
- 4. Chemical changes
- 5. Energy changes
- 6. The rate and extent of chemical change
- 7. Organic chemistry
- 8. Chemical analysis
- 9. Chemistry of the atmosphere
- 10. Using resources

#### Examination

##### Paper 1

Topics 1-5  
Written exam: 1 hour 45 minutes  
(50% of GCSE)

##### Paper 2

Topics 6-10  
Written exam: 1 hour 45 minutes  
(50% of GCSE)

Both papers contain multiple choice, structured, closed short answer and open response questions.

**Mrs A Hillman**  
**Head of Chemistry**  
AHillman@woodbridgeschool.org.uk

### Biology

#### Course Content

- 1. Cell biology
- 2. Organisation
- 3. Infection and response
- 4. Bioenergetics
- 5. Homeostasis and response
- 6. Inheritance, variation and evolution
- 7. Ecology

#### Examination

##### Paper 1

Topics 1-4  
Written exam: 1 hour 45 minutes  
(50% of GCSE)

##### Paper 2

Topics 5-7  
Written exam: 1 hour 45 minutes  
(50% of GCSE)

Both papers contain multiple choice, structured, closed short answer and open response questions.

**Dr L V Rickard**  
**Head of Biology**  
LRickard@woodbridgeschool.org.uk

"Everyone wants to do well and the teachers show us so much respect. As a result, we're all more relaxed and everyone is so approachable, it's real teamwork."



# Modern Languages

## French, Spanish

### AQA French, Spanish (new GCSE September 2024)

The Modern Languages department will be preparing students for the new AQA specifications in GCSE French and/or Spanish, and both specifications will be identical.

You should choose the language with which you feel most comfortable in terms of its sounds, grammar, perceived future use and culture. You must choose one language, but should also seriously consider the opportunities and competitive edge that two languages will undoubtedly give you.

#### Course Content

The topics you will study are:

- **People and lifestyle:** Identity and relationships; healthy living and lifestyle; education and work
- **Popular culture:** Free-time activities; customs, festivals and celebrations; celebrity culture
- **Communication and the world around us:** Travel and tourism; media and technology; the environment and where people live

#### Assessment

The course is linear which means that all exams will be sat at the end of the two years. All languages have a foundation tier (grades 1-5) and a higher tier (grades 4-9), and students must take all four skills, which are equally weighted, at the same tier.

#### Examination

Paper	Tasks
1 listening	Part 1: Questions in English based solely on prescribed vocabulary & grammar lists Part 2: Dictation (five sentences) in the target language
2 speaking	Part 1: Reading aloud task followed by four questions Part 2: Role play Part 3: Picture task based on two photographs followed by a conversation (approximately 5 minutes)
3 reading	Part 1: Questions in English based mainly on prescribed vocabulary & grammar lists Part 2: Translation into English (five sentences)
4 writing	Part 1: Structured and open-ended writing tasks Part 2: a translation into the target language (five sentences)

#### How will I be taught?

The key word at GCSE is authenticity; you will use language needed for real situations that you will encounter in the country under study, either on a visit or beyond school. Practice in all four skills using topic specific material will hence be at the heart of every good language lesson. Lessons are varied and enjoyable, using a wide variety of resources and materials, with increasing emphasis on examination techniques as the course progresses.

#### Opportunities for fieldwork and trips

You will be encouraged to participate in a study trip to Salamanca or Nice. The advantages of such trips are obvious, but the one most worthy of mention is the opportunity to experience everyday life with a host family and immerse oneself in the culture. An intrinsic part of any language learning process, a language trip can only improve your confidence and language competence, particularly given the amount of time you will spend in lessons each day.

#### What skills will I develop?

Although grammar is still the backbone to any language learning, the focus is on using the language to understand and communicate ideas, opinions and needs. Many of the skills you will therefore develop when learning a modern language should stand you in good stead in the outside world, communicating, listening and understanding others being the prime ones.

#### Where can Modern Languages GCSEs lead?

Linguists are highly valued in the working world, and having a language will open many doors. Opportunities to study abroad as part of a degree course are ten-fold and career opportunities are diverse, ranging from the legal and diplomatic worlds to commerce, journalism and interpreting. Scientists, engineers and doctors are also all known to benefit from having a language, if not two, hence by continuing with languages, a bright future awaits.

**Mrs L R Chandler**

**Head of Modern Languages**

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# Modern Languages

## Mandarin

### AQA Mandarin

The Modern Languages department currently prepares students for the AQA specification in GCSE Mandarin.

In addition to studying Mandarin, you should also seriously consider the opportunities and competitive edge that two languages will undoubtedly give you.

#### Course Content

The topics you will study are:

- Family, friendships, technology, leisure and customs
- Home town, social and global issues, travel and tourism
- School, future plans, jobs

#### Assessment

The course is linear which means that all exams will be sat at the end of the two years. Mandarin offers a foundation tier (grades 1-5) and a higher tier (grades 4-9), and students must take all four skills, which are equally weighted, at the same tier.

#### Examination

Paper	Length	Tasks
1 listening	35 minutes (F) 45 minutes (H)	Questions to be answered non-verbally, in English and in the target language
2 speaking	7-9 minutes (F) 10-12 minutes (H)	A role-play, a photo card, and a general conversation
3 reading	45 minutes (F) 60 minutes (H)	Questions to be answered non-verbally, in English and in the target language, plus a translation into English
4 writing	60 minutes (F) 75 minutes (H)	Structured and open-ended writing tasks plus a translation into the target language

#### How will I be taught?

The key word at GCSE is authenticity; you will use language needed for real situations that you will encounter in the country under study, either on an exchange visit or beyond school. Practice in all four skills using topic specific material will hence be at the heart of every good language lesson. Lessons are varied and enjoyable, using a wide

variety of resources and materials, with increasing emphasis on examination techniques as the course progresses.

#### Opportunities for fieldwork and trips

You will be encouraged to participate in the language exchange to the outskirts of Shanghai, China. The advantages of this trip is obvious, but the one most worthy of mention is the opportunity to experience everyday life with a host family and immerse oneself in the culture. An intrinsic part of any language learning process, a language trip can only improve your confidence and language competence.

#### What skills will I develop?

Although grammar is still the backbone to any language learning, the focus is on using the language to understand and communicate ideas, opinions and needs. Many of the skills you will therefore develop when learning a modern language should stand you in good stead in the outside world, communicating, listening and understanding others being the prime ones.

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**Mrs L R Chandler**

**Head of Modern Languages**

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# History

## AQA History (8145BC)

### Course Content

#### Paper 1: Understanding the Modern World

Comprising two parts:

- Germany 1890-1945: Democracy and Dictatorship
- Conflict and Tension 1918-1939

#### Paper 2: Shaping the Nation

Comprising two parts:

- Britain: Power and the People c. 1180 to the present day
- Norman England c.1066-c.1100

### Examination

#### Paper 1: Understanding the Modern World

Examination: Trinity term (Year 11)

2 hours (50% of GCSE)

#### Paper 2: Shaping the Nation

Examination: Trinity term (Year 11)

2 hours minutes (50% of GCSE)

### How will I be taught?

Lively discussion is at the heart of every good history lesson. You will debate concepts and ideas, learning to construct arguments in written and oral form and also how to share them in the most effective way. You will examine a wide range of sources, establishing what their meaning is and how valuable they are. Similarly you will scrutinise the views of historians; some who you agree with and others you do not. You will be expected to question and challenge them. You will be invited to share your opinions, but must base them upon well selected and effectively deployed evidence that reflects a balanced approach to the issue and that leads ultimately to well-rounded judgements. You will undertake knowledge based research, create a variety of study materials for use in exam preparation, and practise the techniques you will need in those exams.

### What skills will I develop?

The skills you develop in history will equip you well for the real world. You will learn to differentiate between factors, form arguments and make judgements. You will be better able to structure these arguments clearly, decisively and logically, in a way that maximises their effectiveness. You will learn to make inferences and understand why people share ideas in a particular way and for a particular purpose. You will learn to evaluate evidence and develop a healthy circumspection through the identification of the strengths and weaknesses of newspapers, speeches, letters, diaries, newsreel, posters, photographs and cartoons. You will learn to appreciate the arguments of others but not be afraid to challenge them, but only of course, when you have sound, evidence-based reasons for doing so. Your understanding of human nature and behaviour will be significantly strengthened, encouraging you to be pragmatic, empathetic and effective in your dealings with other people. All of these skills will be shared both orally and through writing, helping you to develop a fluid, efficient and dynamic style of delivery.

### Where can History GCSE lead?

Historians are well respected in the job market. They pursue a very wide range of careers including lawyers, detectives and journalists, politicians from the Government front bench to the civil service, broadcasters and publishers. They work in marketing, advertising and public relations, and inevitably, historians make excellent managers, securing successful careers in businesses of all kinds from finance to retail.

To see a more detailed outline of the course go to [www.aqa.org.uk](http://www.aqa.org.uk) and follow the links to GCSE History.

Please feel free to ask anyone in the department if you would like further information about History at GCSE level. We look forward to welcoming you to the history department next year.

**Mr N E Smith**

**Head of History**

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# Geography

## Edexcel GCSE Geography A: Geographical Themes and Challenges

### Course Content

There are three distinct components to the course: the physical environment, the human environment and geographical investigations. These give a good balance of topics that are 'engaging and relevant to today's geographers'. (Edexcel)

### Physical Environment

**Topic 1:** the changing landscapes of the UK - including optional sub-topics from which students choose two of three:

- 1A: coastal landscapes and processes
- 1B: river landscapes and processes
- 1C: glaciated upland landscapes and processes

**Topic 2:** weather hazards and climate change

**Topic 3:** ecosystems, biodiversity and management

### Human Environment

**Topic 4:** changing cities

**Topic 5:** global development

**Topic 6:** resource management – including optional sub-topics from which students choose one of two

- 6A: energy resource management
- 6B: water resource management

### Geographical Investigations

**Topic 7:** geographical investigations - fieldwork

**Topic 8:** geographical investigations - UK challenges

### Examination

There is a 1 hour 30 minute written examination for each component. The physical and human papers are each worth 37.5% and the investigations paper is worth 25%. The exams include multiple choice questions, short open response, calculations, 8-mark and 12-mark extended writing questions.

### How will I be taught?

A wide variety of methods is employed, including research of up-to-date case study material from different media. IT is used for research, presentation and data handling. Local field work allows application of knowledge and, of course, there is some good old fashioned talk and chalk together with the colouring of maps!

### What skills will I develop?

Geography is an ideal subject for developing a wide range of skills. You will learn how to research information from a range of sources and present it in a variety of ways both written and in diagrams. You will learn how to question, investigate, interpret and apply. You can develop experience of manipulating data, using statistical techniques, spreadsheets and graphic packages. Your field work will help you to develop the skills of organizing your own time, and working and co-operating with others. The skills you develop in GCSE Geography will support you in further study as well as in the world of work.

### Where can Geography GCSE lead?

Anywhere! Given the range of knowledge and skills that you will develop, a GCSE in Geography will enhance your enjoyment of the world and your ability to understand and explain it.

**Miss J A Gill**

**Head of Geography**

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# Business

## AQA - (8132)

### Course Content

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

The qualification is linear which means that students will sit all of their examinations at the end of the course.

### Paper 1: Influences of operations and HRM on business activity

- Business in the real world
- Influences on business
- Business operations
- Human resources

### Paper 2: Influences of marketing and finance on business activity

- Business in the real world
- Influences on business
- Marketing
- Finance

### Examination

Paper 1: Influences of operations and HRM on business activity  
1 hour 45 minutes  
(50% of GCSE)

Paper 2: Influences of marketing and finance on business activity  
1 hour 45 minutes  
(50% of GCSE)

### How will I be taught?

You will participate in discussions of business ideas in various case study contexts, as well as in relation to the changing business and economic environment. There will be opportunity for independent research into your preferred areas of business interest, as well as more formal teacher-led lessons and guided work on conceptual knowledge. There is much scope for use of multimedia resources to investigate the ever-changing business world.

### What skills will I develop?

The main aims of the syllabus are to develop a knowledge and understanding of the business environment whilst developing skills such as numeracy and literacy in order to present and interpret information. In addition, the course aims to develop effective use of relevant terminology, concepts and methods and recognise strengths and weaknesses of ideas used.

The examination papers test business knowledge, comprehension of business concepts, analysis and evaluation, with greater emphasis on the last.

### Where can Business GCSE lead?

The AQA course offers a direct link with both the A level courses in economics and business. Skills acquired and the applied nature of the material allows students a sound grounding for A level study in either discipline. The course offers you an opportunity to acquire key business concepts, as well as skills for life.

To see a more detailed outline of the course go to [www.aqa.org.uk/subjects/business-subjects](http://www.aqa.org.uk/subjects/business-subjects) and follow the links to GCSE Business.

As this is a subject that is not on the curriculum before Year 10, talking about the subject to those who teach it will give you a much better idea of what it is really about. Please do feel free to ask any of the department staff if you would like further information about business at GCSE level.

**Mr J M Percival**  
**Head of Economics and Business**  
[JPercival@woodbridgeschool.org.uk](mailto:JPercival@woodbridgeschool.org.uk)

# Philosophy, Religion and Ethics

## Edexcel B (1RB0)

### Course Content

There will be two areas of study:

Christianity: Religion and Ethics  
Beliefs, Marriage and the Family, Living the Religious Life, Matters of Life and Death e.g. Abortion/Euthanasia.

The study of Islam: Religion, Peace and Conflict  
War, Jihad and Pacifism, Beliefs, Crime and Punishment, Living the Religious Life, Peace and Conflict applicable to Modern Life.

### Examination

#### 1. Christianity Paper: Religion and Ethics

1 hour 45 minutes  
(50% of GCSE)

#### 2. The study of Islam Paper:

1 hour 45 minutes-  
Religion, Peace and Conflict.  
(50% of GCSE)

### How will I be taught?

To begin with, you do not have to have a religious belief in order to take this subject, nor will you be expected to adopt a particular point of view. In fact many who would claim to be atheists have opted to take this GCSE, as religious studies is both a fact-based and opinion-based subject. Some of the concepts and ideas that we study are open to interpretation and are dependent on the context in which they appear. As a result, many of the topics are explored through discussion as this enables you to come to your own reasoned conclusion. There will also be the opportunity to evaluate source material together with the ideas and opinions of others. This is usually led by one of the religious studies teachers but will also include your own independent research. In addition to this, you will regularly practise examination-style questions.

### What skills will I develop?

Philosophy, Religion and Ethics develops analytical, critical and open-minded thinking across the spectrum of philosophy, ethics and beliefs. You will develop verbal and written reasoning, communication skills and mental agility. PRE may not appear to be a globally significant subject to us in Suffolk but appreciating that the majority of the world's population are theists is critical, both globally and in the UK. Your ability to converse with tact and understanding and inspire those who define themselves by their culture and beliefs is becoming a fundamental component of sensitive leadership and management, wherever you find yourself.

### Where can Philosophy, Religion and Ethics GCSE lead?

Philosophy, Religion and Ethics is a respected GCSE and A level subject because of the analytical skills that you will develop. Those who have taken this subject pursue a very wide range of careers including medicine, law, police service, politics (especially policy making), diplomacy and journalism.

**Miss E Tattoo**  
**Head of Philosophy, Religion and Ethics**  
[ETattoo@woodbridgeschool.org.uk](mailto:ETattoo@woodbridgeschool.org.uk)

# Latin and Greek

Latin WJEC (C990)  
Greek OCR (J292)

## Course Content

### Component 1: Latin Language

Section A is a momentum test consisting of a passage of Latin divided into three sections. There are comprehension questions on parts one and three (totalling 55% of the marks for this paper), and the middle part is translated into English (35%).

Section B: offers the choice between:

- A translation from English into Latin of three simple sentences (e.g. the slaves were working)
- Grammar questions on a short passage of Latin (e.g. pick out a verb in the imperfect tense)

Section B accounts for 10% of the marks in this component.

### Component 2: Latin Literature and Sources

Students will study approximately 125–130 lines of Latin, from Roman authors such as Vergil, Ovid and Martial. The passages follow a common theme. Each theme is accompanied by a selection of prescribed ancient source materials (e.g. paintings, mosaics, sculptures, buildings, graffiti).

### Component 3: Roman Civilisation

Studying Roman civilisation gives students a more rounded understanding of what it was to be a Roman living almost two thousand years ago. Moreover, the culture of ancient Rome has significantly influenced subsequent cultures, including our own. For the civilisation topic, we shall be studying Roman Family Life (including men and women, children and education, marriage and religion).

## Controlled Assessment

There is no controlled assessment for Latin.

## Examination

3 examinations:

### Component 1: Latin Language

- Written exam: 1 hour 30 minutes  
50% of GCSE (100 marks)

### Component 2: Latin Literature and Sources

- Written exam: 1 hour 15 minutes  
30% of GCSE (60 marks)

### Component 3: Roman Civilisation

- Written exam: 1 hour  
20% of GCSE (40 marks)

## How will I be taught?

For language, we use Latin to GCSE, which has been specially written for the new GCSE. It ensures that students have a thorough understanding of the necessary grammar and vocabulary, while also presenting a range of passages covering mythology and early Roman history. We shall also begin to read authentic texts in the original Latin, with plenty of help and support. The Roman Civilisation topic (Roman Family Life) is studied entirely in English. For this, we shall analyse and interpret archaeological and historical evidence.

The new specification reflects the increasingly multi-disciplinary nature of Classics at university.

# Latin and Greek (Cont'd)

## What skills will I develop?

- Precision of language
- Increased grasp of English vocabulary
- Close analysis of texts
- Sensitivity to other cultures
- Awareness of the value of archaeological sources (including graffiti and wall-paintings)

## Where can Latin GCSE lead?

Latin has always been a highly regarded academic discipline and has retained its value over the years. The new Latin GCSE provides an excellent mix of language, literature, archaeology and history. Latin is therefore excellent preparation for further study in a range of disciplines – literature, history, modern languages and linguistics. The rigour and skills developed in acquiring Latin provide a sound basis for careers in which the close reading and analysis of texts is a pre-requisite, such as law or the civil service. The mental agility needed, and the analytical and problem-solving skills which Latin develops, are relevant for careers such as IT, medicine or management. The close analysis of language and the linguistic awareness associated with Latin can be very useful for authors and journalists. Those with Latin on their CV tend to be highly regarded by universities and employers.

## Greek GCSE (OCR)

As well as Latin GCSE, Classical Greek is available as a separate subject. The structure of the course is very similar to that of Latin, consisting of three topics: Greek Language, Greek Literature (either a selection of passages from the historian Herodotus or the playwright Euripides) and Greek Civilisation (two of Athenian Society, Women and the Olympic Games).

## Examination

3 Papers

### Paper 1: Greek Language

- Written exam: 1 hour 30 minutes  
50% of GCSE (100 marks)

### Paper 2: Greek Literature

- Written exam: 1 hour  
25% of GCSE (50 marks)

### Paper 3: Greek Civilisation

- Written exam: 1 hour  
25% of GCSE (50 marks)

## Where can Greek GCSE lead?

Greek is an intellectually stimulating subject, enabling you to engage with some of the finest literature ever written, as well as considering aspects of Greek society, including democracy and the rule of Law. As such, it appeals to a wide range of students, from those who love words or history to the mathematically-minded. Greek is regarded extremely highly by university admissions departments, the Civil Service and top law firms.

**Miss A M Wright**

**Head of Classics**

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"Putting on the plays is such hard work, but the results were incredible! I felt amazing on stage and my confidence soared. There are always highs and lows in GCSE, some days it feels hard, other days you feel great. It trains you to cope with life's battles."

# Drama

AQA (8261)

## Course Content

### Component 1: Understanding Drama

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

Written exam: 1 hour 45 mins

Open Book

(40% of GCSE)

### Component 2: Devising Drama (practical)

- Process of creating devised drama
- Performance of devised drama
- Analysis and evaluation of own work

Devising Log

Devised Performance

(40% of GCSE)

### Component 3: Texts In Practice (practical)

- Performance of two extracts from one play
- Performance of Extract 1 and Extract 2 (20% of GCSE)

## How will I be taught?

The emphasis of this course is very much on practical exploration. All drama lessons are built around the 'Create, Perform, Evaluate' model, and you will be given the opportunity to explore different plays and devise your own work. The drama staff are there to guide and support you when preparing for the practical and written examination, and strive to make lessons as interactive as possible, embracing the kinaesthetic style of learning drama encourages.

## Opportunities for field work and trips

There will be a number of trips over the two year course which will provide you with the opportunity to experience first-rate professional theatre from some of the most exciting companies working today.

## What skills will I develop?

GCSE drama will equip you with a wide range of transferable skills, many of which will prepare you for the outside world. Drama students develop a huge range of interpersonal skills and are widely acknowledged as being excellent communicators. Lessons will provide you with a forum to develop your leadership skills and you will gain an understanding of how to work effectively with others. Drama will allow you to improve your self-confidence whilst developing your own creativity. You will be given the opportunity to develop an understanding of a range of different performance styles and hopefully a lasting enjoyment and appreciation of theatre.

## Where can Drama GCSE lead?

In an increasingly competitive market, GCSE drama equips you with a broad set of skills that make you extremely appealing to employers and institutes of further or higher education. Previous drama students have gone on to study drama at an advanced level, both academically and professionally, and have also pursued a wide range of other careers in areas such as events management, teaching, journalism and the arts in general.

Please feel free to speak to the Drama staff if you would like further information or to see a more detailed outline of the course go to [www.aqa.com](http://www.aqa.com) and follow the links to GCSE drama.

**Ms G Mayes**

**Head of Drama**

[GMayes@woodbridgeschool.org.uk](mailto:GMayes@woodbridgeschool.org.uk)



# Music

## EDUQAS

### Course Content

#### Unit 1: Performing (30%)

Comprising two parts:

- The performance of one solo piece which is assessed and recorded internally (candidates should be at least Grade 4 Associated Board standard).
- The performance of one other piece during the course, which will be an ensemble for at least two players. This is recorded internally.

Total performance time must be at least four minutes.

#### Unit 2: Composition Coursework (30%)

This unit comprises of two compositions with a combined duration of at least three minutes.

- One composition to a brief set by EDUQAS
- One composition of the candidate's own choice

#### Unit 3: Listening and Appraising Written Exam (60%)

In your exam there will be 8 questions. Each will have an extract of music which is played out loud for you to answer the questions on what you hear. Question 1 and question 7 will always be on the 2 set works (*Badinerie* by J.S.Bach and *Africa* by Toto).

# Music (Cont'd)

Students will be expected to be able to appraise unfamiliar music which has similar stylistic characteristics to the set works. The Board provides a suggested wider listening list to assist in this aspect, although these works themselves will not be examined.

### Controlled Assessment

The controlled assessment comprises two sections:

- Performance - this will be completed in either lunchtime recitals or class, at some point during Year 11 (30% of GCSE)
- Composing - this will be ongoing in lessons in preparation for the recording in the early part of the Trinity term in Year 11 (30% of GCSE)

### Examination

Unit 3

Trinity term (Year 11)

1 hour 45 minutes (40% of GCSE)

The questions will focus on three things:

- **Elements of Music** – melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre.
- **The Context** – the time, place or purpose of the music
- **Musical Language** – the list of musical terms in Appendix C of the specification, notes in the treble and bass clef and any specific vocabulary which goes with the set works.

### How will I be taught?

Performances are prepared with instrumental teachers and there are many opportunities to play and refine them. Composition is taught using Noteflight and Soundtrap software using exercises to build up a portfolio in Year 10 – this is then developed into the two final pieces in Year 11. In the classroom you will learn how to properly listen to music using analytical techniques which will allow you to explore how a wide range of music is put together. Activities focus on discussion and developing creative thinking processes.

### Opportunities for field work and trips

We usually have opportunities to see professional performances and undertake workshops with a variety of groups and players.

### What skills will I develop?

Music develops your practical skills as well as helping you to build creative approaches to problems and situations. You will learn how to listen in a detailed way to a variety of styles and genres and how to articulate your interpretations both orally and through written work.

### Where can Music GCSE lead?

Music is a dynamic subject that has broad application in the real-world. Musicians tend to be busy and organised people and many continue to play and sing throughout their lives whether professionally or as an amateur. Music can lead to many careers in the arts including performing, arts management, teaching, music therapy and journalism. However many musicians also use their highly transferable skills in completely different areas such as medicine, the law or financial services.

A more detailed version of the syllabus can be found on the EDUQAS website.

**Mr J Woodley**

**Director of Music**

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# Art, Craft and Design

## Edexcel 9-1 (1AD0)

### Course Content

This two year linear qualification is divided into two Components; the Personal Portfolio (60% of overall mark) and the 'Externally Set Assignment' (40% of overall mark).

The Personal Portfolio is all practical coursework either completed in the class or at home. This Portfolio is almost entirely independently driven by the student, supported and structured by the teacher; however, Year 10 does start with an induction period focusing on different approaches to drawing and secondly various whole day workshops. After these have been covered the student can move into any media for an extended period of time and explore a theme of their choice. This unit finishes with a 10 hour mock exam in the Michaelmas Term of Year 11.

The Externally Set Assignment is a much shorter independent project that responds to an externally set theme. The students use classwork and homework to prepare and trial ideas for a 10 hour exam in the Summer term of Year 11. The students then present their work for marking and moderation and for the enjoyment of their family and friends.

### Controlled Assessment

The study briefs for Unit 1 are set by the School and the student and the brief for Unit 2 is set by Edexcel. The whole course is marked internally by department staff and is then moderated by an Edexcel examiner.

### How will I be taught?

There are 4 hours and 40 minutes of lessons over a two week timetable. During the lessons you will be engaged with practical, creative work from the outset. New techniques are learned as well as ways of thinking and looking. Making and expressing your ideas are at the forefront of the course. The entire course is 'hands-on' from day one. The student is supported to generate the body of work that best satisfies their own creative ambitions and passions and best meets the exam board assessment criteria.

### Opportunities for field work and trips

We organise a huge number of extra opportunities. We have a peripatetic tutoring system for young artists, stretch and invest clubs, artist workshops and regular exhibition opportunities. We also have Woodbridge Talks; this is an initiative which we use to interview a multitude of individuals from diverse areas within the professional Arts.

### What skills will I develop?

- Photography
- Painting
- Printing
- Drawing
- Sculpture
- Textiles
- Fashion and Film
- Art Appreciation
- Critical and Contextual Skills

The course is flexible so you can learn as many different skills as you need in order to pursue your own particular and relevant line of study. Other than the practical, the student learns to think and work independently. GCSE Art, Craft and Design is both challenging and rewarding; an opportunity to explore and define yourself creatively. It is also a chance to share with others what you consider to be important and worthy of discussion and reflection.

### Where can GCSE Art, Craft and Design lead?

Absolutely anywhere! Britain still leads the world in the creative arts. It is no accident that we have the best creative minds in the world as it stems from the most comprehensive art education in the world. The creative arts are the most diverse field of employment that exists. A good grade at GCSE can lead the way to an art A level and then to a place at university; For any specific information regarding the Edexcel art course, please refer to [www.edexcel.com](http://www.edexcel.com) and follow the link from to GCSE Art and Design.

**Mr J L Hutch**  
**Head of Art**

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# Computer Science

## OCR (J277)

### Course Content

#### Component 1: Computer Systems (01)

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

#### Component 2: Computational Thinking, Algorithms and Programming (02)

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

### Practical Programming

Students are given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

### Examination

Component 1: Computer Systems (01)  
Trinity term (Year 11)  
1 hour 30 minutes (50% of GCSE)

Component 2: Computational thinking, algorithms and programming (02)  
Trinity term (Year 11)  
1 hour 30 minutes (50% of GCSE)

### How will I be taught?

Interactive discussion is at the heart of every good computing lesson. You will discuss concepts and ideas, undertake skills-based exercises, knowledge-based research (sometimes teacher-led, sometimes independent), learn to program using a variety of tools and techniques, and practise examination techniques.

### What skills will I develop?

The majority of skills learned in computing are applicable to further study and the outside world. You will learn the skills of analysis and problem-solving, programming and logical thinking. Logic is fundamental to programming and has wide applications in future study.

### Where can GCSE Computer Science lead?

Computer scientists have an almost unparalleled opportunity to pursue careers in science, computing and mathematics, with the skills that the increasingly systems-driven world is crying out for. Computer scientists are in great demand - recent research suggests that computing has the greatest potential employment demand over the next few years. Students with qualifications at GCSE and A level are highly in demand by UK universities.

To see a full overview of the course go to [ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/](http://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/)

**Mr J Harrod**  
**Head of Computer Science**  
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# Design: Three Dimensional or Graphic Communication

AQA (8205)

AQA (8203)

## Course Content

There are two course options available – each student will need to specify their chosen discipline on the GCSE options form:

- Art and Design: Three Dimensional Design
- Art and Design: Graphic Communication

Both courses follow a similar structure focusing on:

- Analysing and evaluating existing products, artists, designers and architects
- Undertaking focused tasks to develop and demonstrate communication, modelling, and relevant processes and techniques
- Learning how to develop and refine ideas, and plan and produce prototype products and design concepts
- Learning the importance of producing original, personal and creative responses
- Recognizing the moral, cultural and environmental issues in design situations
- Using IT/CAD/CAM (computer-aided design and computer-aided manufacturing) in the design and manufacture of products and concepts

Please feel free to visit the Design department for examples of students' work or speak to a member of staff for personal guidance. We also have an Instagram account that shows examples of work (@ woodbridge\_schL\_design).

## Examination

### Component 1: Portfolio

60% of GCSE

Students must present a portfolio of work that evidences a sustained project and a selection of further work. The majority of the sustained project will be completed in Year 11, while the selection of further work will be taken from a series of mini-projects, activities and experimentations undertaken in Year 10. The work submitted for this component will be marked as a whole, so it is important that students are selective of the work they present ensuring it provides sufficient evidence of meeting all four assessment objectives.

Evidence of drawing activity and written annotation is highly important, so it is expected that students who wish to take GCSE design have a degree of confidence in producing visual communication and do not view this type of work as a chore.

### Component 2: Externally Set Assignment

40% of GCSE

In January of Year 11, students are given a choice of seven design starting points from which to choose. Students will then undertake preparatory work with teacher guidance and in April will complete a final piece or pieces in a 10 hour period of sustained focused study. Evidence of drawing activity and written annotation is also highly important in this component.

### How will I be taught?

#### Graphic Communication

This course puts an emphasis on working with a range of graphic processes such as hand generated communication, digital application and manipulation, and all forms of printed matter in an aim to produce a range of various graphic outcomes.

Year 10 typically involves developing a range of graphical skills through a series of mini-projects, and experimental activities aimed at teaching you how to communicate design ideas and how to best execute them. You will investigate how other designers work in graphic communication and respond to their work using a range of media and communication methods.

Towards the end of Year 10 and into Year 11 you will apply these skills to your sustained project determined from a starting point or a design brief. You will have until January of Year 11 to complete this project before embarking onto component 2.

# Design: Three Dimensional or Graphic Communication (Cont'd)

With recent investment in the latest CAD/CAM equipment, this course also puts an emphasis on the use of computer design to enable you to produce professional-looking graphic products, using software such as Adobe Photoshop, Illustrator and InDesign.

### 3D Design

This course places emphasis on ideas and conceptual design, therefore it is the portfolio itself and evidencing your design process which is marked and highly valued and not the technical ability of a made outcome. The use of ICT and CAD/CAM is an important aspect of this course however, the fundamental skills of designing with pencil and paper remain a key component of each project and you will be taught how to communicate your ideas professionally using a range of media. Final realisations are typically made from modelling or craft materials to form prototypes and scale models, which is more than sufficient to gain excellent marks on this course.

In Year 10 you will work through a series of mini-projects and experimental activities to gain a wide range of different skills required in this field of design. This typically involves learning how and where to draw inspiration from to inform your design work, analysing the work of past and present designers, gaining practical skills which enable you to produce prototypes, and learning how to develop and refine your work into a final realisation.

Towards the end of Year 10 and into Year 11 you will apply these skills to design a 3D outcome determined by a starting point or a design brief. You will have until January of Year 11 to complete this project before embarking onto component 2.

## Where can GCSE in 3D Design Or Graphic Communication lead?

Either of these courses provide the ideal foundation for the A level in 3D design and graphic communication course. It should be noted that over recent years, this area of the curriculum has changed dramatically and is valued by higher education institutions and employers alike for its creative, conceptual and innovative nature. A course in design can lead to many careers including graphic design, interactive design, motion graphics, product and industrial design, architecture, interior design, and design for theatre, film and television.

**Mrs D Cracknell**

**Head of Design**

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# Physical Education

AQA (8582)

## Course Content

### Paper 1: The human body and movement in physical activity and sport

- Applied anatomy & physiology
- Movement analysis
- Physical training
- Use of data

### Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

## Non-Examination Assessment

Practical performance in physical activity and sport

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.
- Assessed by teachers
- Moderated by AQA
- 100 marks
- 40% of GCSE

## Examination

### Paper 1:

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE
- Mixture of multiple choice/objective test questions, short answer and extended answer questions

### Paper 2:

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE
- Mixture of multiple choice/objective test questions, short answer and extended answer questions

## How will I be taught?

The course has both theoretical and practical elements; therefore three lessons each fortnight will be theory-based and two lessons practical-based.

## Where can GCSE Physical Education lead?

As well as being the ideal preparation for the A level Physical Education course, GCSE Physical Education allows for progression to other qualifications in sport or sport and exercise science. The course develops transferable skills that employers are looking for and can lead to a wide variety of employment opportunities in areas such as teaching, coaching, officiating, recreational management, leisure activities, the fitness industry and the Armed Forces.

**Miss N L Sanders**

**Head of Academic PE**

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# Photography

Edexcel (1PY0)

## Course Content

This two year linear qualification is divided into two Components; the Personal Portfolio (60% of overall mark) and the Externally Set Assignment (40% of overall mark).

The Personal Portfolio is all practical coursework either completed in the class or at home. This Portfolio is almost entirely independently driven by the student, supported and structured by the teacher; however, Year 10 does start with two key areas of focus; in camera skills and post production. After these have been covered the student can move into any lens based media for an extended period of time and explore a theme of their choice. Instead of a sketchbook the students create an exciting and detailed PowerPoint presentation to document all their work. This unit finishes with a 10 hour mock exam in the Michaelmas Term of Year 11.

The Externally Set Assignment is a much shorter independent project that responds to an externally set theme. The students use classwork and homework to prepare and trial ideas for a 10 hour exam in the Summer term of Year 11. The students then present their work for marking and moderation and for the enjoyment of their family and friends.

## Controlled Assessment

The study briefs for Unit 1 are set by the School and the student and the brief for Unit 2 is set by Edexcel. The whole course is marked internally by department staff and is then moderated by an Edexcel examiner.

## How Will I Be Taught?

There are 4 hours and 40 minutes of lessons over a two week timetable. During the lessons you will be engaged with practical, creative work from the outset. New techniques are learned as well as ways of thinking and looking. Making and expressing your ideas are at the forefront of the course. The entire course is 'hands-on' from day one and the student is free to generate the body of work that best satisfies their own creative ambitions and passions, in line with the exam board assessment criteria.

The initial set up of the course is teacher led but this quickly transitions into a highly independent framework revolving around three key aspects; planning a photographic shoot, actioning this plan and reviewing the product of the shoot in order to move forward creatively.

## Opportunities for field work and trips

We organise a huge number of extra opportunities. We have a peripatetic tutoring system for young artists, stretch and invest clubs, artist workshops and regular exhibition opportunities. We also have Woodbridge Talks; this is an initiative which we use to interview a multitude of individuals from diverse areas within the professional Arts.

## What skills will I develop?

- Digital photography
- Post production editing (Photoshop)
- Mixed media exploration
- Art appreciation
- Critical and contextual skills

The course is entirely flexible so you can learn as many different skills as you need in order to pursue your own particular and relevant line of study. Other than the practical, the student learns to think and work independently. GCSE Photography is both challenging and rewarding. There is a step learning curve that is fascinating. Group learning is important and a high level of organisation helps.

## Where Can GCSE Photography lead?

Absolutely anywhere! Britain still leads the world in the creative arts. It is no accident that we have the best creative minds in the world as it stems from the most comprehensive art education in the world. The creative arts are the most diverse field of employment that exists. A good grade at GCSE can lead the way to an art A level and then to a place at university.

**Mr J L Hutch**

**Head of Art**

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## Notes

## Notes



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