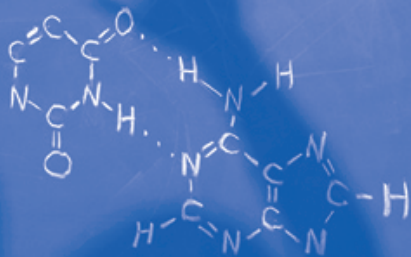


# Sixth Form AS/A2 Subjects 2011 – 2013



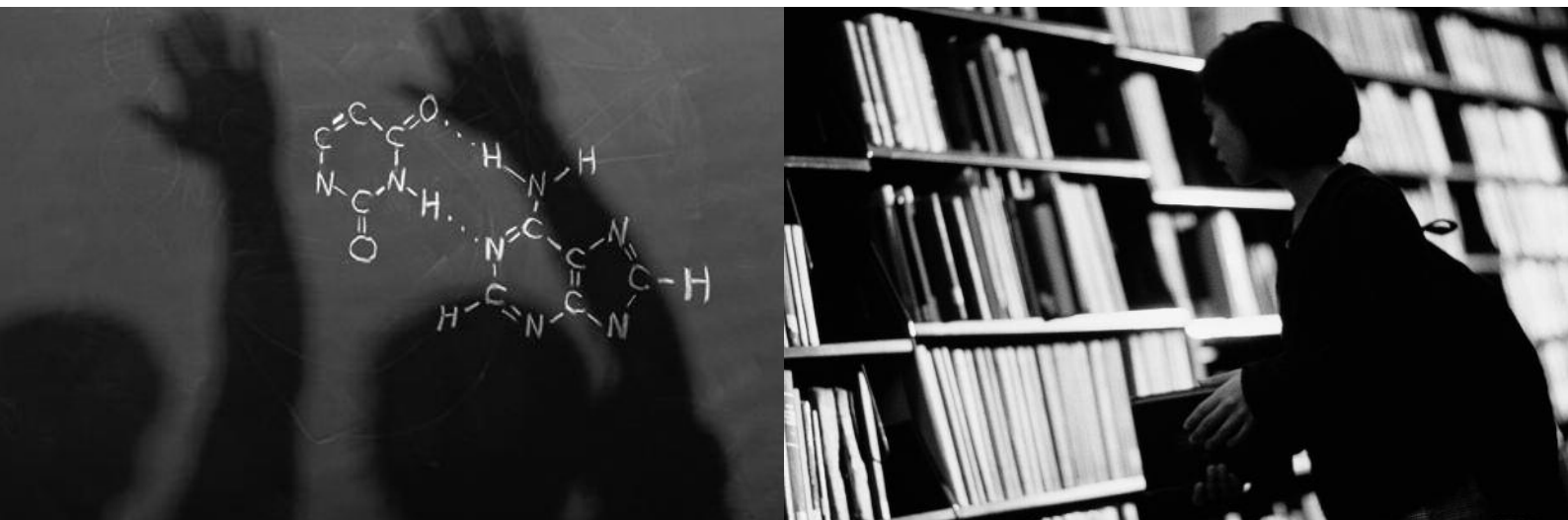
Woodbridge School



## An introduction to the Sixth Form

The readership of this booklet will be twofold; those of you who are already at Woodbridge and will be naturally progressing into our Sixth Form and those in an increasing number who are choosing to come to Woodbridge for their sixth form education.

The Woodbridge Sixth Form is a package. Most young men and women choose four or five ASs in the first year and reduce that range to three or four A2 levels in the second year of the Sixth Form. Some may take a new AS during the Upper Sixth. There is plenty of opportunity to take subjects with which you are familiar from GCSE, and a sensible range of opportunities in new areas: modern languages, economics, philosophy, psychology and PE. Underpinning everything is a commitment to information technology, which will support your work in mainstream subjects.



But the Woodbridge Sixth Form is Sixth Form Plus. You will be offered a complete range of extra-curricular activities, ranging from nationally renowned music, drama, sport and Sports Leadership, Combined Cadet Force, Duke of Edinburgh Award Scheme, the Charity Committee, the Young Enterprise Scheme or a host of other activities. There is considerable evidence that A level success is achieved by balancing study with a major commitment outside class.

We would expect our candidates to gain at least four GCSE B grades and four C grades, with As or Bs in the subjects they wish to study for A Level; almost all do better than this. Although we are selective, special consideration is given to candidates coming from schools where perhaps the GCSE opportunity has not been as wide.

Although we expect Sixth Formers to be capable of independent study and research, this is not something that all can quickly manage straight after GCSE. We provide a structure, but fundamentally we try to provide the balance that is right for each individual student. You will be assigned a personal tutor who will look after all aspects of your progress throughout the Sixth Form and guide you through the various choices that have to be made.

The corporate buzz of our purpose-built Sixth Form Centre is one of the most exciting aspects of the School: 200 young people, different in outlook, different in interests, different in background yet united in a commitment to succeed individually and succeed as a body.

Woodbridge Sixth Formers enjoy school. And the School enjoys them. Welcome.

Stephen Cole  
Headmaster



# Subjects

Art & Design

Biology

Business Studies

Chemistry

Computing

Design

Drama

Economics

English Literature

Geography

History

Latin

Mathematics

Further Mathematics

Modern Languages: French,  
German, Japanese, Spanish,  
(Italian at GCSE only)

Music

Philosophy

Physical Education

Physics

Psychology

Religious Studies

The Extended Project Qualification  
(AS only)

In addition to your four (sometimes five) A Level subjects, you will take part in:-

- A critical thinking course
- Sport or games
- The Seckford Scheme (eg CCF, Duke of Edinburgh Award, community service)
- A Leadership programme

**and have the option to benefit from:**

- Our international exchange programme
- Model United Nations
- Cultural activities from music to drama; chess to debating
- Spiritual focus in Chapel

## Choosing your A Levels

A levels are split in to two parts: the generally easier AS course studied in the Lower Sixth and the more difficult A2 courses taken in the Upper Sixth. AS in most subjects is made up of two modules of study and the A2 will be a further two modules. Some subjects have a 'three plus three' modular structure.

Almost all pupils take four subjects at AS and then continue with three to A2. There are exceptions: those taking further mathematics will tend to continue with four A2 levels and some pupils start off taking five AS subjects, then dropping to four for the second year. The AS/A2 system is a good one. It gives you the opportunity to keep your studies broad, or to specialise (unlike the International Baccalaureate), while leaving you time to develop other areas of activity.

You may have a clear idea of what you want to study because you have a definite career path in view which necessitates certain subjects, such as chemistry for medicine. On the other hand, you may have no idea. Whichever situation you are in, we will help you.

Remember, the study of A levels is a commitment and despite what you read in the newspapers, you will need to work hard. That means that you need to choose subjects that you enjoy. This information booklet gives you a brief idea about the content of A level subjects. You will need to talk to subject teachers about the detail. If you are already at Woodbridge, there will be the opportunity to do that in lessons. If you are new, then the interview process is designed so that you have interviews with senior staff and an opportunity for further conversation with heads of department.

We want to help you make the best decision for you. To help you, each subject entry has a minimum or recommended entry requirement. These are the levels that you need to achieve if statistically you are likely to gain a respectable grade in the subject.

In addition to your four or five ASs, you will enjoy one period each week participating in a critical thinking course which is designed to sharpen your wits for university interview. You will have periods for private study and time to take advantage of all the opportunities of the Sixth Form Plus at Woodbridge.

## Careers Advice

During the course of your school career, you should be gradually moving towards a useful and well-chosen role in life. The School has a well-equipped careers department, with a wide variety of information available. The department has its own computing facilities, with programs such as ISCOM, DISCOURSE, and DISCOVER. The School uses COA and liaises with the Suffolk Connexions staff.

During the first year, parents and Lower Sixth pupils are invited to an evening to explain some of the complexities of the UCAS system for university application. There is a variety of presentations, including one by a university admissions tutor. Our Sixth Formers also attend the local higher education convention, and there is the opportunity of trips to major open days. Guidance is given on how to make effective use of a gap year and the Old Woodbridgians offer financial assistance to members of the Sixth Form whose gap years are spent helping others.

The careers department has excellent contacts with the armed services and SSLOs visit the School regularly, either to offer interviews or to give presentations. Pupils are encouraged to seek sponsorship for their degree courses and some may even receive sixth form scholarships.

We aim to help you to develop intellectually, culturally and socially, to find challenging routes to take after A level and then to make sure that you are supported in any applications you make.

## Art & Design

Examining Board: Edexcel

### Recommended entry requirements:

GCSE art and design grade B minimum. A candidate without GCSE in this subject will be considered individually.

### Course content:

AS consists of two units:

1. Coursework
2. Externally set assignment (Exam)

A level candidates take AS and then two further units:

3. Coursework unit containing practical work and a personal study
4. Externally set assignment

### Assessment:

Work is internally assessed and externally moderated.

AS:

Unit 1 is 60% of the AS and 30% of the A level

Unit 2 is 40% of the AS and 20% of the A level

A2:

Unit 3 is 30% of the A level

Unit 4 is 20% of the A level

### How will I be taught?

The AS and A2 parts of the course are taught by three experienced art teachers and there will be the added benefit of input from visiting artists to lead workshops or talk about their work. The course is designed to encourage an adventurous and enquiring approach to art and design. Successful candidates should be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce art work that embraces a range of ideas. There is a study visit abroad prior to the exam unit.

### Where can it lead?

Successful A level candidates could pursue a course or career in some aspect of art and design, which can include fine art, graphic design, fashion or architecture. Alternatively, a more academic route might involve art history, which is often combined with another subject. The creative arts are a large growth industry and there are many opportunities open to the hard working and creative art student.

### Head of Department:

H J Tebbutt

## Biology

Examining Board: AQA

### Minimum entry requirements:

GCSE grade B in biology or B in additional science.

### Course content:

AS consists of three units:

- Unit 1 – Biology and disease
- Unit 2 – The variety of living organisms
- Unit 3 – Investigative and practical skills

A level students take AS and then 3 further units:

- Unit 4 – Populations and environment
- Unit 5 – Control in cells and in organisms
- Unit 6 – Investigative and practical skills

### Assessment:

AS: Units 1 and 2 are assessed by written examination and unit 3 by a centre-examined component.

A level: Units 4 and 5 are assessed by written examination and unit 6 by a centre-examined component.

### How will I be taught?

The latest resources are used, including new board-specific text books, microscopes, centrifuges, PCR and gel electrophoresis equipment. Practical work including fieldwork and the use of ICT are an integral part of the course.

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

### Where can it lead?

Biology opens the way to degrees in medicine, veterinary science, zoology, botany, biochemistry, microbiology, biogeography, environmental science, agriculture, sports science, marine biology, and biostatistics. These, in turn, lead to careers in a wide and varied range of professions.

### Head of Department:

L V Rickard



# Business Studies

Examining Board: OCR

## Recommended entry requirements:

GCSE Grade B mathematics. A GCSE qualification in Business Studies is not a requirement to study the subject at A level.

## Course content:

AS consists of two units:

1. An Introduction to Business
2. Business Functions

A level candidates take AS and then two further units:

3. Marketing
4. Strategic Management

## Assessment:

AS:

Unit 1 is examined in January of the first year of study, through short answer and data response questions in a one-hour exam. In this introductory unit, students will develop an awareness of the external business environment.

In Unit 2, candidates will develop an awareness of the interrelations between the business functions of marketing, human resources, accounting and operations as well as business decisions having to be taken in the context of the organisation's objectives and resources. A two-hour exam is split into two parts. One six-part question based on a case study received in the exam room and then four questions based on a pre-released case study. Knowledge and understanding, application of knowledge, analysis and evaluation are the criteria upon which assessment is based.

A level:

It is likely that the marketing option will be chosen at A2. Students will develop a critical understanding of the theories, concepts and decision-making tools integral to marketing and use them to solve problems. Marketing is assessed through a two-hour exam based on a case study received in the exam room. Strategic Management involves candidates choosing and justifying strategy whilst demonstrating an integrated understanding of the subject. It is assessed through a two-hour exam based on a detailed case study of a hypothetical business. The same assessment criteria are used at this level but greater weighting is given to analysis and evaluation.

## How will I be taught?

As exams are largely based on case studies of real or hypothetical businesses, study in Year 12 is aimed at providing confidence with this approach. Although there will certainly be formal teaching there is also emphasis on candidates thinking out problems themselves. Case studies will be frequently discussed in class and students will be encouraged to keep abreast of current business events and external influences on business. The reading of business news in the quality press and the use of an extensive range of websites are actively encouraged.

## Where can it lead?

The department is very proud of its conversion rate of pupils studying the subject at A level moving on to complete business related degrees. Some will choose more specific subjects such as human resources management or accounting, whereas others go on to more general business or management courses. There is no doubt that studying the subject is part of education for life as all will be able to transfer skills into their working life and understand key issues such as the importance of the relationships between workers and management.

## Head of Department:

J M Percival



# Chemistry

Examining board: AQA

**Minimum entry requirements:**

GCSE grade B in chemistry or B in additional science.

**Course Content:**

AS consists of three units:

1. Foundation Chemistry
2. Chemistry in Action
3. Investigative and Practical Skills in AS Chemistry

A level candidates take AS and then 3 further units:

4. Kinetics, Equilibria and Organic Chemistry
5. Energetics, Redox and Inorganic Chemistry
6. Investigative and Practical Skills in A2 Chemistry

**Assessment:**

1. short answer questions plus one to two longer, structured questions. 1<sup>1</sup>/<sub>4</sub> hours
2. short answer questions plus two longer, structured questions. 1<sup>3</sup>/<sub>4</sub> hours
3. AS school-assessed unit
4. short answer questions plus three longer, structured questions. Some of the questions will have synoptic elements. 1<sup>3</sup>/<sub>4</sub> hours
5. short answer questions plus three longer, structured questions. Some of the questions will have synoptic elements. 1<sup>3</sup>/<sub>4</sub> hours
6. A2 school-assessed Unit

**How will I be taught?**

Practical work is an integral part of the course. Teaching time and material are split between two teachers per class. Resources include current textbooks and board notes, videos and on-line materials.

**Where can it lead?**

Degrees in chemistry, chemical engineering, geochemistry, biochemistry, pharmacology, medicine, veterinary studies, amongst many others.

**Head of Department:**

A Hillman



# Computing

Examining Board: AQA

## Minimum entry requirements:

Grade A in mathematics and a modern foreign language at GCSE or equivalent. There is no requirement to have studied ICT at GCSE.

## Course content:

AS consists of two teaching units:

1. Problem Solving, Programming, Data Representation and Practical Exercise
2. The Computer Components, The Stored Program Concept and The Internet

A level candidates take AS and then two further units:

3. Problem Solving, Programming, Operating Systems, Databases and Networking
4. The Practical Project

## Assessment:

Unit 1: On-screen exam: 2 hours. Weighting: 60% of total AS marks (30% of total A Level marks). Candidates will submit print-outs for external marking by AQA. Short answer questions. All questions are compulsory.

Unit 2: Written Paper: 1 hour. Weighting: 40% of total AS marks (20% of total A Level marks). Externally marked by AQA. Short answer questions.

Unit 3: Written Paper: 2 hours 30 minutes. Weighting: 30% of total A Level marks.

Unit 4: Coursework: Internally assessed unit. Weighting: 20% of total A Level marks. Candidates will be required to document the analysis, design, construction, testing, training and maintenance of a programmed solution to a real problem.

## How will I be taught?

Knowledge, understanding and skills in computing are closely linked. Knowledge and understanding will be expanded and developed through practical activities, discussion and experimentation. This will allow new skills requiring analysis, design, implementation, testing and evaluation to be developed.

## Where can it lead?

Computing develops a technical understanding of structures that allow information systems to evolve and this deeper understanding will appeal not only to future systems engineers who wish to study computer science at university, but also future leaders who will understand realistic expectations of computer systems.

Among the many benefits, this new specification is designed to encourage candidates to:

- develop a problem-solving ability in a computing context using an algorithmic approach
- demonstrate their knowledge of programming through a problem-solving scenario
- develop an understanding of the hardware and software aspects of computing

## Head of Department:

J A Hillman



## Design: Product & 3D Design

Examining Board: AQA

### **Recommended entry requirements:**

GCSE Design Technology grade B and a genuine interest in design and technology.

### **Course content:**

AS consists of two units:

1. Materials Components and Application
2. Learning Through Designing and Making

A level candidates take AS and then two further units:

3. Design and Manufacture
4. Design and Making Practice

### **Assessment:**

Units 1 and 2:

Knowledge and understanding are assessed by a 2 hour written paper.

Units 3 and 4:

These are practical design and manufacturing projects and will be presented in one of the following ways:

a. two smaller design and make AS projects to match the following five assessment criteria:

- investigation and clarification of tasks
- development of design proposal
- making and modeling
- evaluation and testing
- communication and presentation

b. one major design and make A2 project to match the following six assessment criteria:

- context and objectives
- plan of action and clarification of problem
- development of design proposal
- manufacture/modeling
- conclusions, evaluations and recommendations
- communication and presentation

These are centre assessed units.

### **How will I be taught?**

Two staff are assigned to each group. Each shares responsibility for the course theory and external examination in units 1 and 3. Teachers are assigned for the design and manufacture project in units 2 and 4, to guide candidates through their research, design and manufacture.

As in all A Level subjects a genuine interest and natural ability are important, as are determination and a preparedness to work outside class.

### **Where can it lead?**

Degrees in engineering: civil, aeronautical, marine, electronic. Also architecture, graphic design and product design.

### **Head of Department:**

C Eager



# Drama

Examining Board: AQA

## **Recommended entry requirements:**

A good range of experience of drama. GCSE drama is not a requirement, but is an advantage. GCSE grade B or better in English would also be beneficial.

## **Course content:**

AS consists of two units:

Unit 1: Prescribed Play – Ibsen's 'A Doll's House' and Response to live theatre seen.

Unit 2: Presentation of an extract from a play.

A level candidates take AS and then two further units:

Unit 3: Contemporary play: Berkoff's 'The Trial' and a pre-20th century play: Molière's 'Tartuffe'.

Unit 4: Presentation of devised drama.

## **Assessment:**

AS: Unit 1 is a written examination and Unit 2 is a practical examination.

A2: Unit 3 is a written examination and Unit 4 is a practical examination.

## **How will I be taught?**

The emphasis of the course is that it is taught through practical experience. There are opportunities for all students to experience live theatre throughout the two years and students are encouraged to take part in the thriving extra-curricular life of the department. All practical examination work is supported by the state-of-the-art Seckford Theatre and students are able to work with the school's resident academic technician in order to develop their work in a professional context. Written work is supported by theory lessons as well as regular essay tasks which prepare candidates for the written examination.

## **Where can it lead?**

University: In the 8 years we have been running the course at Woodbridge, many pupils have gone on to read drama as part of either a single or joint honours drama degree. A number of students have also gone on to train at drama school.

## **Career:**

Drama provides excellent communication skills, which are vital in all careers. It can also be a launching point for various arts based opportunities. Woodbridge School has produced a considerable number of successful actors and actresses, many of whom have gone on to perform in the West End, with the RSC as well as on television and in film.

## **Head of Department:**

G Mayes



# Economics

Examining Board: OCR

## **Recommended entry requirements:**

Grade B in mathematics and grade B in English Language at GCSE or equivalent. There is no requirement to have studied business studies at GCSE.

## **Course content:**

AS consists of two units:

1. Markets in Action
2. The National and International Economy

A level students take AS and then two further units:

3. Transport Economics
4. The Global Economy

## **Assessment:**

AS:

Each AS paper is of one and a half hours and is based on a particular theme or case study with some short answer and some data interpretation questions. Markets in Action provides an introduction to why economic choices have to be made, and competitive markets to how they work and how they can fail. The National and International Economy gives an introduction to how the level of macroeconomic activity is determined. Knowledge and understanding, their application, analysis, and evaluation are assessed in a variety of question styles requiring the use of diagrams, prose and the occasional calculation.

A2:

Transport Economics focuses on the economic principles and context underlying a range of transport issues. It is assessed with a two-hour paper with a compulsory data response question followed by a choice of one of three structured essays. The Global Economy extends the study of macroeconomics gained at AS. It considers the causes and consequences of growth in developed and developing countries and emphasises the interdependency and increasing integration of countries due to globalisation. This unit is assessed by a two-hour exam based on pre-issued specimen material about global economic issues. The same assessment criteria are used but there is more weight given to the higher order skills of analysis and evaluation.

## **How will I be taught?**

There is bound to be a degree of formal teaching in a subject that is new to all pupils. However, once economic principles have been understood, lessons will frequently involve discussion and application of theory through written questions. It is vital that candidates think for themselves and practise the application of economic theory to real world issues. The quality press is a vital source of information in a subject that is topical and therefore students are encouraged to read widely. The use of relevant economics and news websites is also actively encouraged.

## **Where can it lead?**

Economics is a subject requiring much logical analysis and is therefore highly favoured by many degree courses such as law, business and management in addition to further study of the discipline itself. There are many and varied careers in which an economics education is useful, such as finance, civil service and local government.

Graduates in economics earn more on average than other graduates. Furthermore, an understanding of resource allocation and the workings of the economic system are essential to modern day business. Anyone intending to be involved in management of any size of business should have an insight into economic principles.

## **Head of Department:**

R E Fernley



# English Literature

Examining Board: OCR

## Minimum entry requirements:

GCSE Grade B in both English and English Literature; an enthusiasm for reading literature.

## Course content:

AS consists of two units:

1. Poetry and Prose 1800–1945
2. Literature post-1900

A level candidates take AS and then two further units:

3. Drama and Poetry pre-1800
4. Texts in Time

## Assessment:

AS:

1. Written examination in June
2. Coursework

A Level:

3. Written examination in January or June
4. Coursework

## How will I be taught?

The course enables candidates to enjoy reading and discussing English literature, and to increase their understanding of what the study of literature involves. The emphasis is on developing the confidence to respond independently to a wide range of texts in depth, both through close reading and through an appreciation of the contexts in which literary texts are written and understood.

## Where can it lead?

An Advanced GCE in English Literature is welcomed as a qualification for many careers, and provides a very wide range of opportunities for courses in the arts, humanities, media and communications at degree level. AS 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.

## Head of Department:

P M Lawrence



# Geography

Examining Board: OCR

## Recommended entry requirements:

None. GCSE geography is useful, but candidates without it will be considered individually.

Geography is the best subject on Earth! That is what it is all about; your world, what it is like, the issues that it faces, the impacts that we have on it and it has on us.

The OCR specification is a traditional course in which background structures, patterns and processes in physical and human geography are studied and where the links between the two are exemplified and discussed in some detail. Natural disasters and development, climate change, flooding, fair trade and global changes in employment structure are just a few of the issues which are studied. There is a good mix of familiar topics and contemporary ideas, all of which are relevant and up to date; read the news to see just how much of what you will study at A level is happening in your world right now.

## Course content:

AS consists of two units:

1. Managing physical environments, river environments, coastal environments, cold environments, hot arid and semi-arid environments
2. Managing change in human environments, managing urban change, managing rural change, the energy issue, the growth of tourism

A level students take AS and then two further units:

3. Global Issues Environmental issues: Earth hazards, climatic hazards  
Economic issues: globalisation

(There are other options available and so these units may change)

4. Geographical Skills
  - a. identifying a suitable geographical question or hypothesis for investigation
  - b. developing a plan and strategy for conducting the investigation
  - c. collecting and recording appropriate data
  - d. presenting the data collected in appropriate forms
  - e. Analysing and interpreting the data

## Assessment:

At AS there are two units, one of which is examined in January and the other in June.

At A2 level there are again two units, one of which is examined in January and the other in June.

The Geographical skills paper replaces previous 'coursework' options. It requires understanding of the whole enquiry process, so the joy of standing in rivers, measuring the beach or questioning shoppers is still very much part of the subject.

## How will I be taught?

Each unit is delivered by teachers who are experienced in their fields. A wide variety of methods is used with up-to-date resources including videos, maps, photographs, textbooks and ICT packages. Field work is an integral part of the course and the local environment is used extensively.

## Where can it lead?

Anywhere! Geography degrees (with the potential to specialise in either physical or human areas); other science-based courses such as oceanography, geology, conservation, engineering and meteorology. Humanities courses; international development; law; planning; business.

The skills and knowledge gained lead to careers in a wide range of professions.

## Head of Department:

J A Gill



History	Latin
<p>Examining Board: OCR</p> <p><b>Recommended entry requirements:</b> GCSE grade B in history and English Language or English Literature. For students who have not studied GCSE history each case will be assessed on its merits.</p> <p><b>Course content:</b> AS consists of two units: European and World Period Study; 'Democracy and Dictatorship: Italy 1896–1943'. British History Enquiry; 'The Mid-Tudor Crisis 1536–1569'.</p> <p>A level students take AS and then two further units: Historical Investigation; Comprising two 2000 word essays: one on 'The Causes of World War Two' and the second on 'The Causes of the English Civil War'. Historical Theme; 'The Changing Nature of Warfare 1792–1945'.</p> <p><b>Assessment:</b> AS: Units 1 and 2 are assessed by written examinations.</p> <p>A Level: Unit 3 is assessed by means of coursework and Unit 4 by written examinations.</p> <p><b>How will I be taught?</b> Teaching methods are wide ranging. Traditional whole class presentations (including powerpoint) and question and answer discussions. Necessary for the sharing of knowledge and ideas most of these sessions will be teacher led, although students will also be given the opportunity to lead their own seminars. Equal emphasis is attached to group debates, focused skills-based tasks and the use of contemporary computer software and DVDs to research, stimulate and present. Preparatory study will centre primarily upon reading books and articles, taking notes, writing essays and responding to documents.</p> <p><b>Where can it lead?</b> A wide range of degrees, particularly history, law, politics, journalism and sociology. Former historians have been known to become information technology consultants! More usually they make excellent lawyers, detectives, politicians, diplomats, journalists and managers of all descriptions. Famous history graduates include John F. Kennedy, Gordon Brown, Anita Roddick, Borat, Prince Charles, Michael Portillo, Shakira, Louis Theroux and Jonathan Ross.</p> <p><b>Head of Department:</b> N E Smith</p>	<p>Examining Board: OCR</p> <p><b>Minimum entry requirements:</b> GCSE Latin at grade B or equivalent.</p> <p><b>Course content:</b> AS consists of two units: 1. Unseen Latin prose translation (or translation of English sentences into Latin) 2. Prose and verse literature (approximately 200 lines of each)</p> <p>A level students take AS and then two further units: 3. Unseen verse comprehension and translation (a named author) and a verse set text 4. Latin Prose set text and comprehension questions on an unprepared passage of Latin prose (a named author)</p> <p><b>Assessment:</b> AS: Two examination papers in May, each lasting 1 hour 30 minutes.</p> <p>A Level: Two examination papers in June, each lasting two hours.</p> <p><b>How will I be taught?</b> In order to develop a level of competence in Latin, and a sensitive and analytical approach to language generally, the course will involve translation of a variety of authors with varying degrees of assistance. In order to read, understand and make an informed personal response to Latin literature there will be ample opportunity, once translated in class, to discuss basic themes and approaches to the texts. Wider reading of other works, in English, will also be encouraged as will comparisons, where relevant, with other literatures.</p> <p><b>Where can it lead?</b> Latin AS or A Level is highly desirable for those intending to study modern languages, history or English. Those thinking of a medical career would also find it very useful as would those contemplating a career based on archaeology or conservation, law or journalism. These areas are all highly competitive and a knowledge of Latin can often provide an extra dimension to a candidate's ability to communicate, analyse and think laterally. Of course there is also the possibility of studying classics to degree level by taking Greek, which is offered to GCSE level in the sixth form! (This, however is not essential as Greek can be studied ab initio at some universities.) Classicists have captained England at cricket, become merchant bankers or served as officers in the armed forces.</p> <p><b>Head of Department:</b> S Theasby</p>



## Mathematics

Examining Board: OCR

### Recommended entry requirements:

Grade A from GCSE or IGCSE is very strongly recommended, although a well motivated student may successfully access the course with a grade B.

### Course content:

AS consists of three units:  
Two pure mathematics modules and one statistics module.

A level candidates take AS and then three further units: Two more pure mathematics modules and the AS module in mechanics.

### Assessment:

All modules are assessed by written examination.

### How will I be taught?

Two teachers; eight periods per week in total; use of interactive whiteboard; computer simulations and software where appropriate; full and proper preparation for every examination; extra help as required.

### Where can it lead?

Mathematics A level is becoming increasingly important. Many different university departments are now looking for applicants who have at least an AS in mathematics. For instance, applicants for economics degrees are often given a lower offer if they have A level mathematics than those who do not. Potential engineers, scientists and computing undergraduates should seriously consider taking mathematics in the sixth form as it will strongly support their studies. Mathematics graduates are also now very much sought after as most aspects of life involve problem solving, in which mathematics provides an excellent training.

### Head of Department:

R A Rabjohn

## Further Mathematics

Examining Board: OCR

### Minimum entry requirements:

Grade A or higher at GCSE or IGCSE is essential. Grade A\* is recommended.

Mathematics AS and A level must also be taken.

### Course content:

AS for the combined Mathematics and Further Mathematics course consists of six units: three Pure Mathematics modules, one Statistics module, one Mechanics module and one Decision Mathematics module.

A level students for the combined Mathematics and Further Mathematics course take the AS modules and then six more modules: four more Pure Mathematics modules, one further Statistics module and one further Mechanics module.

### Assessment:

All modules are assessed by written examinations.

Aggregation is arranged so that the Core module results are assigned to their respective mathematics or further mathematics award and the remaining modules are distributed so that the candidate is awarded the best possible result in Mathematics and then Further Mathematics.

### How will I be taught?

Three teachers, 15 periods per week, use of interactive whiteboard, computer simulations and software where appropriate, full and proper preparation for every examination, extra help as required.

### Where can it lead?

A top grade in further mathematics is now expected for many mathematics degrees and also many sciences, computing, engineering, and economics courses.

An A level in further mathematics will give the student a major advantage over those who have not studied it. Studying the extra modules at A level will also enable a higher understanding of the mathematics course and will normally improve the final grade achieved. For mathematically competent students, a further mathematics A level provides a fourth A level for smaller work load than two separate A level subjects.

### Head of Department:

R A Rabjohn



# Modern Languages

## French, German, Spanish

Examining Board: AQA

### Recommended entry requirements:

GCSE grade B in the language to be studied in the sixth form.

### Course content:

AS consists of two units:

1. A listening, reading and writing module covering topics such as media, music, leisure, and health
2. A speaking component based on all the topics covered in Module 1

A2 students take AS and then two further units:

3. An extension of the Unit 1 listening & reading paper, covering a breadth of issues including the environment, racism and crime. Film, literature, drama and art are also some of the possible cultural topics studied, one of which will form the basis of a piece of writing
4. A speaking component based on all the topics covered in Module 3

### Assessment:

AS: Unit 1 is a written paper, examined externally, and Unit 2 is examined by teaching staff, but assessed externally.

A Level: Unit 3 will be by external exam; Unit 4 is internally conducted, but assessed externally.

### How will I be taught?

Eight lessons per week shared by two language teachers, plus one lesson per week with the language assistant who is a native speaker of the target language. Much use will be made of Kerboodle, an internet based software package produced by the publisher Nelson Thornes. Students are also expected to do their own private studies and research, and are strongly advised to participate in a language exchange or study week, organised by the department.

## Japanese

Examining Board: Edexcel

### Recommended entry requirements:

GCSE grade A\* or A in the language.

### Course content:

AS consists of one unit:

1. A reading, translation and essay module covering topics such as youth culture, health, tourism, the environment, education and employment.

A2 students take AS and then a further unit:

2. A reading, translation and essay module covering the AS topics but in more depth, plus customs, national events, literature and the arts.

### Assessment:

Both papers are examined externally.

### How will I be taught?

Eight lessons per week with a native speaker of the target language. Students are also expected to do their own private studies and research.

### Where can it lead?

Entry to any good university to study a degree course in the language(s), including a year abroad. Alternatively, a proven record allows access to new languages such as Russian, Mandarin or Arabic. Language skills support success in many academic courses (with study abroad through the EU Erasmus scheme) and lead to a wide variety of professional careers.

### Head of Department:

L R Chandler



## Music

Examining Board: Edexcel

### Recommended entry requirements:

A high level of practical performance. GCSE in music is an advantage.

### Course content:

AS consists of three units:

1. Performing: (minimum standard Grade 6 Associated Board or equivalent). A solo or ensemble (or a mixture of the two) recital of 5-6 minutes which is recorded. This can be on any voice or instrument.
2. Composing: one original composition of at least three minutes length composed to a set brief. A CD style commentary sleeve note to support the piece.
3. Developing Musical Understanding: this examination is in three parts:
  - a. Listening. Set works on both instrumental and vocal music. Aural identification of excerpts and key musical features from set works with use of a skeleton score.
  - b. Investigating musical styles. Extended study on one area of study requiring extended writing and an ability to place the music in its historical and social context.
  - c. Understanding Chords and Lines. This tests the ability to analyse sample harmonic and melodic features. There will also be the completion of a simple SATB texture.

A Level candidates take AS and then three further units:

4. Extended performance (approximately Grade 7 Associated Board Standard). A 12–15 minute recital, either solo or ensemble (or a mixture of the two) which is recorded.
5. Composition and Technical Study. A choice of either two compositions, two technical studies (i.e. harmony or counterpoint) or one of each.
6. Further musical understanding.

*Section A.* Aural analysis. Short and medium length questions based on unfamiliar music from the same areas of study of Instrumental and applied music.

*Section B.* Music in Context. Questions based on set music from Applied music. Use of the set music texts will be allowed in the exam.

*Section C.* Continuity and Change in Instrumental music. Extended written questions based on set music.

### Progression:

Degrees in music, performing courses at conservatoires, arts management, performing and teaching.

### Head of Department:

J R Penny

## Philosophy

Examining Board: AQA

### Minimum entry requirements:

At least five GCSE A grades or above are recommended.

### Course content:

AS consists of two units:

1. Introduction to Philosophy 1  
Perception, Politics, Ethics, God, Personal Identity.
2. Introduction to Philosophy 2  
Epistemology, Tolerance, Aesthetics, Religion, Free-will.

A level candidates take AS and then two further units:

3. Key Themes in Philosophy  
Mind, Politics, Epistemology and Metaphysics, Moral Philosophy, Philosophy of Religion.
4. Philosophical Problems  
*Hume: An Enquiry Concerning Human Understanding*, *Plato: The Republic*, *Mill: On Liberty*, *Descartes: Meditations*, *Nietzsche: Beyond Good and Evil*.

### Assessment:

AS: Two examination papers, each lasting 1 hour 30 minutes.

A Level: One 1 hour 30 minutes paper and one two-hour examination paper.

### How will I be taught?

There is no better way of learning philosophy than by doing philosophy. This involves reading, discussing, arguing, rationalizing, criticizing, thinking and writing. Through a range of texts, exercises, arguments and thought experiments, we pose the most perplexing and fundamental questions known to mankind. And then we encounter the most ingenious solutions, challenging thoughts and profound ideas put forward by the greatest thinkers.

### Where can it lead?

A qualification in philosophy is immensely useful to most areas of study and professional avenues, but it is of particular value in the fields of law, journalism and education.

### Head of Department:

M Davis



Physical Education	Physics (Advancing Physics)
<p>Examining Board: Edexcel</p> <p><b>Recommended entry requirements:</b> It is not a requirement that you should have studied GCSE PE. Although several topics are developments of work covered at GCSE, others are new.</p> <p><b>Course content:</b> AS consists of two units: 1. Participation in Sport and Recreation 2. The Critical Sports Performer</p> <p>A2 Level consists of a following two units: 3. Preparation for Optimum Sports Performance 4. The Developing Sports Performer</p> <p><b>Assessment:</b> Units 1 and 3 are assessed externally by written examinations.</p> <p>Units 2 and 4 are assessed internally by coursework, then moderated externally.</p> <p>Each unit accounts for 25% of the course.</p> <p><b>How will I be taught?</b> The course examines the contemporary view of PE and sport and their development in the local, national and international arenas. Students are encouraged to:</p> <ul style="list-style-type: none"> <li>• review their current participation and performance in sport;</li> <li>• identify local and national opportunities for them to advance this;</li> <li>• create a life plan linked to sport participation and health.</li> </ul> <p>You will have eight lessons a week, which will be shared amongst the units that need to be covered. You will have a consistent flow of coursework with regular deadlines to meet. As much as possible, PE will be taught in a practical way, but a number of elements in the units are entirely theoretical.</p> <p><b>Where can it lead?</b> Degrees in sports science or teaching, leading to a number of careers in sports journalism, sports media, sports corporate entertainment and many more professions.</p> <p><b>Head of Department:</b> N L Sanders</p>	<p>Examining Board: OCR</p> <p>1 year AS/2 year A Level <a href="http://advancingphysics.iop.org/">http://advancingphysics.iop.org/</a></p> <p><b>Recommended entry requirements:</b> GCSE grade B in physics, or B in additional science.</p> <p><b>Course content:</b> AS consists of 3 units: 1. Physics In Action 2. Understanding Processes 3. Physics in Practice</p> <p>A level students take AS and then 3 further units: 4. Rise and Fall of the Clockwork Universe 5. Field and Particle Pictures 6. Researching Physics</p> <p><b>Assessment:</b> AS: Units 1 and 2 are assessed by written examinations and unit 3 by means of coursework.</p> <p>A Level: Units 4 and 5 are assessed by written examinations and unit 6 by means of coursework.</p> <p><b>How will I be taught?</b> This modern course is practically based, using a wide range of resources including a variety of textbooks, CD and software developed by the Institute of Physics and targeted to the course. Advancing Physics offers excellent opportunities for student-centred coursework tasks. Curriculum centred visits include our annual visits to CERN Geneva (European centre for high energy physics research) and Particle Physics and Astrophysics masterclasses.</p> <p><b>Coursework:</b> AS Two tasks: Quality of measurement, relating to physical relationships, making inferences from data, and a presentation about the use of physical properties or structures.</p> <p>A2 Two tasks: An extended investigation of a practical problem related to physics or its applications, and a written and verbal report based on a topic of physics of the candidate's choosing, requiring the use and synthesis of different areas of the subject.</p> <p><b>Where it can lead?</b> Degrees including physics, medicine, engineering, cosmology, geophysics (from Time Team to Oil Prospecting), leading to satisfying and lucrative careers in a wide and varied number of professions. The analytical skills of a physicist are highly valued by employers and free-thinkers alike.</p> <p><b>Head of Department:</b> S E Cottrell</p>

# Psychology

Examining Board: AQA Specification B

## Recommended entry requirements:

GCSE grade B in biology or additional science, mathematics and English.

## Course content:

AS consists of two units:

### 1. Unit 1

- a. Section A introduces the key approaches in the study of psychology. These are the behavioural, humanistic, cognitive, psychodynamic and biological explanations of behaviour.
- b. Section B looks at the various psychological and biological explanations for gender development and asks questions such as: Is the fact that boys tend to be more aggressive than girls determined before birth?
- c. Section C: Psychological theory and ideas have been arrived at by much investigative research. Although coursework is no longer going to be examined the written papers expect that students understand how to carry out research and this knowledge will be tested in the examination. As a department we feel that the best way to teach this is by hands-on experience and so investigations will be carried out and students will be expected to conduct an extended piece of research.

### 2. Unit 2

- a. Section A: Social Psychology. In this topic we shall be looking at social cognition, in particular we will be looking at impression formation, how we attribute characteristics to people depending on how they are behaving and how well we know them. We will also consider the theories of the formation of attitudes and their structure and function.
- b. Section B: Cognitive Psychology. The topic that we will cover here is remembering and forgetting, looking at the theories of how we remember and what it is that makes us forget.
- c. Section C: Individual Differences. In this topic we will be looking at the symptoms, causes and treatments of anxiety disorders such as phobias and obsessive compulsive disorder.

A level candidates take AS and then two further units:

### 3. Unit 3

- a. Section A is child development. We will be studying the work of Piaget, Bruner and Vygotsky into the cognitive development of children; in other words, how they think.
- b. Section B is the options section from which we will choose the study of psychotic disorders and will learn about the symptoms, causes and treatments of schizophrenia and depression. We will also study cognition and law which looks at such important issues as face recognition, suspect identification and false memory syndrome.

4. Unit 4 is the synoptic unit in which we try to pull everything that we have learnt together to produce coherent and informed arguments about such debates and the nature/nurture debate, or free will versus determinism. In other words, is our behaviour the result of genes or our upbringing and do we have any choice in how we behave?

## Assessment:

AS: Unit 1 probably to be taken in January in Year 12 and unit 2 in May or June.

A level: Unit 3 probably to be taken in January in Year 13 and unit 4 in May or June.

## How will I be taught?

Teaching and learning are a mixture of:

- Teacher-led classroom discussion in which notes based on worksheets should be taken.
- Pupil-centred learning in which pupils will be asked to research topics and to report back, perhaps by a presentation. This is often accomplished in small groups.
- Small research projects to demonstrate ideas or concepts.

## Where can it lead?

About a quarter of those who study psychology at A level at Woodbridge go on to study psychology at university whilst others pursue courses in education, nursing, business, advertising and marketing as well as law enforcement and the armed forces. Not surprisingly, the study of psychology equips you for any profession in which you might have to deal with other people!

## Head of Department:

A P Jackson



## Religious Studies

Examining Board : Edexcel

### **Recommended entry requirements:**

None specified. However, it is recommended to have a B grade in English Literature or English Language.

### **Course content:**

AS consists of 2 units:

1. Philosophy of Religion with St John's Gospel
2. Investigations (Life after death in the New Testament)

A level students take AS and then 2 further units:

1. Philosophy of Religion with St John's Gospel
2. Implications (An examination of the texts of three key philosophers)

### **Assessment:**

AS: One examination of 90 minutes. Three questions are answered on this paper, one on Philosophy of Religion and two on St. John or, two on Philosophy of Religion and one on St. John. This examination is taken in May/June. In addition to this, there is a 75 minute Investigations examination that can be sat either in January or May/June. Only one question is answered on the issue of the evidence for life after death in the New Testament.

A Level: Two examinations and as with the AS there is one paper where three questions are answered, one on Philosophy of Religion and two on St. John or, two on Philosophy of Religion and one on St. John. The second examination is the Implications paper where only one question is answered on one of the philosophers in 90 minutes.

### **How will I be taught?**

Students are taught by two members of staff. One will cover the philosophy unit, the other St John and the New Testament. In addition, students will also present seminars and produce at least one essay every two weeks. Time is set aside for reading around the subject. This is essential to the learning process and students are expected to use this effectively.

### **Where can it lead?**

This course can lead on to a degree in philosophy or theology. However, a major skill that is developed through the course is the ability to assess concepts and formulate arguments and past students have also taken this A level with the intention of going on to study law.

### **Head of Department:**

The Reverend I A Wilson



## The Extended Project Qualification

As competition increases for entrance to the selecting universities, pupils need more than ever to demonstrate the skills expected of an undergraduate. In light of this, a new qualification has been introduced which allows students to complete a project of their choosing and demonstrate independent study, planning and presentation skills. The qualification was introduced in 2008 and offers candidates UCAS points equivalent to half a full A level (equating to Level 3 of the National Qualifications Framework).

Woodbridge School is registered to offer this exciting extension to A level and it is intended that although started in the lower sixth, it will be completed early in upper sixth.

We would like to encourage sixth formers to consider this as a potential addition to their portfolio of A level options, allowing them free choice, so that they can explore in depth an aspect of a subject that they are studying or any topic in which they have a personal interest. It will be most suitable to study alongside four AS levels and may draw on a combination of subject areas. Those embarking on the project will be supported through both group teaching and individual tutorials. Between these meetings, students will complete independent research so that over the year, they can keep a record of their learning before being assessed through an extended essay and an oral presentation. The Extended Project Qualification will certainly provide an interesting topic for those applicants to university who are called for interview.

### **EPQ Supervisor**

N S Carter

## English for Speakers of Other Languages

Pupils whose mother tongue is not English, are prepared for examinations in IGCSE English as a Second Language (Year 12), and IELTS (year 13) to give them a qualification for entry to British universities. In addition they are supported in their specific subjects by vocabulary learning and coursework language lessons. Lessons are also timetabled to include help for university entrance in Year 13.

When time permits, pupils are encouraged to research and participate in excursions to places of cultural, social or historic interest as well as being given the chance to celebrate and share festivals in their own culture as well as those of other pupils: eg Chinese New Year and Hallowe'en.

At the start of their time with us, pupils are encouraged to attend the specially designed SCHOLA course (social, cultural, orientation and language assessment) to enable them to become acquainted with the school, the surrounding area and many of their classmates in advance of the start of the school year.

### **Head of Department:**

M M Barclay





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