

Achieving success together



# Copleston Sixth Form Prospectus 2019





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# IPSWICH BASKETBALL



# Achieving success together



At Copleston we provide the teaching, information, guidance and support to give our students the opportunity to fulfil their potential. We expect them to work with, and at, a growth mindset and to believe that intelligence can be developed. Our aim is to maximise our students' opportunities to achieve academic success and to develop as young adults.

We offer a secure learning environment, and our students quickly progress into motivated, independent learners. Our students become critical thinkers, encouraged to build a balance between the demands of study and outside commitments. As a result, they prosper when they progress into Higher Education or Employment.

Time and care is spent on a timetable to suit each individual's needs. The highest value is placed on your achievements and wellbeing. Each student's progress is carefully monitored to help them thrive in a friendly, academic and aspirational environment.

**“Copleston Sixth Form has such a friendly and secure atmosphere”**



After the recent A Level reforms, all A Level subjects are now linear qualifications, with all formal exams at the end of the two years of study. As a Sixth Form we have made the decision to no longer offer AS Level exams, as we feel studying the AS Level specification alongside the linear curriculum, impacts on the effectiveness of teaching of the new A Level.

# Linear A Levels

In order to accurately assess where our students are at the end of their first year of study, there will be an internal "mock" exam week at the end of Year 12. Entry into the second year of A Level study will be dependent on the performance of the student in these internal assessments, as well as providing us with an accurate picture of how they are performing.



# Your way forwards

We place an emphasis on bespoke individual programmes which allow each student to maximise their potential. Once you have made your application to Copleston Sixth Form you will have interviews with our specialist team to ensure that your chosen programme is appropriate for your ability, interests and future career aspirations. What you study will be crucial to what you go on to do in the future and it is essential that your programme is right for you.

# Engaging and stimulating

We welcome students with a desire to achieve, and our tutors will support you in the exciting challenges that you will encounter. You will find Copleston Sixth Form a vital and energising place to be; full of opportunities both academic and extra-curricular. Tutors and subject staff will encourage you to aim high and assist you in choosing the direction that is right for you.

Sixth Formers are the senior students in Copleston. They have privileges as well as responsibilities. Being part of a progressive, energetic and happy Sixth Form is a stimulating and rewarding experience, one in which we hope you will choose to get involved.





# Individual support



“With the support of my teachers I have really developed as an independent learner”

Students who attend Copleston Sixth Form receive bespoke academic and pastoral support from a wide range of staff. Form tutors, your first port of call, watch over the progress and welfare of their students: you will have a number of one-to-one interviews with them during the year to enable reflection upon your progress and to set targets to help you to improve even further.

The responsibility for the pastoral care and monitoring of student performance lies with the Specialist Director of Sixth Form. The Specialist Director of Sixth Form also oversees the daily care, guidance and support of students. This enhances the stability, continuity, care and excellent relationships that exist between students, parents and the Sixth Form. We will be there to listen to you and will work to support you.



In addition to the pastoral and academic care of the Sixth Form team, each subject tutor has the responsibility to monitor your performance and provide you with the guidance to support progress. At the start of your programme you will agree upon realistic but challenging target grades. Your progress will be monitored against these targets, and acting on the feedback from subject staff will help you to improve your performance.

# and guidance



# Student voice



There will be several opportunities to discuss your progress with your tutors and parents. Alongside *Consultation Evenings* we also run *Concerns Evenings* throughout the year, for students and their parents to provide an opportunity for further advice and guidance about progress and performance. Once every half term you will be involved in a small group dialogue to discuss your learning and encourage reflection

on working practises. In some subjects, you will also be assigned a subject peer mentor from Year 13 who will share with you their learning from Year 12 and pass on the secrets of Year 13, enriching your understanding of your circumstances and providing you with a further sounding board for your academic development; their dialogue with you will enhance their development as learners and train you for the same role next year.

# The

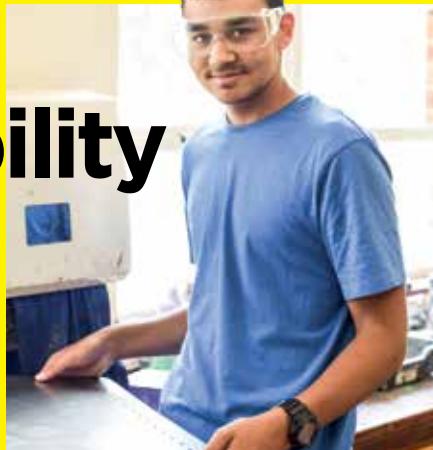
# Sixth Form

## Our way of working at Copleston Sixth Form

Our philosophy towards learning is clear and straightforward.

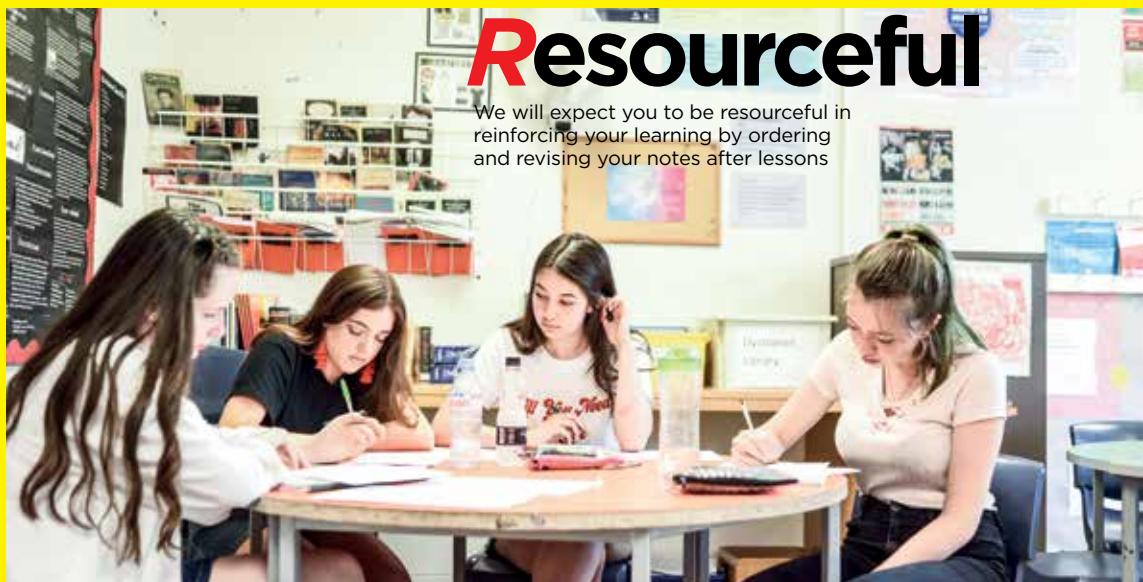
### Responsibility

We will guide and support you into becoming students who take responsibility for their learning by preparing for lessons and ensuring accountability for performance.



### Resourceful

We will expect you to be resourceful in reinforcing your learning by ordering and revising your notes after lessons

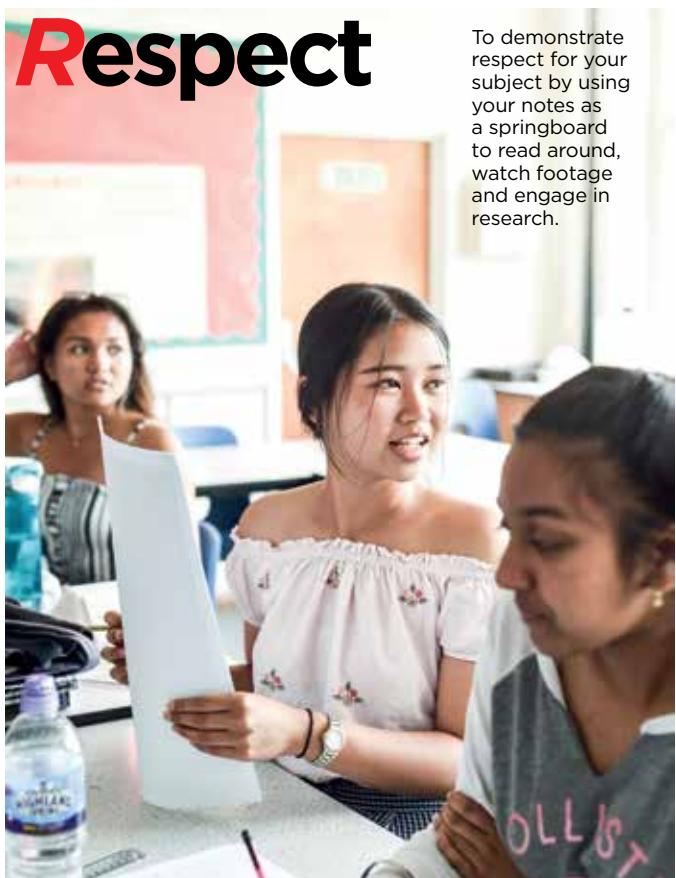


# **R**esilience



To practise resilience by re-writing, re-drafting and learning from others to develop your understanding of the criteria for success.

# **R**espect



# **R**eflective

To become a reflective student with a growth mindset able to act on feedback and enter a 'where do I go next to get better' dialogue with your teachers, parents and your peers.

We firmly believe these working practises are the foundations for success, leading to the final R - better results. Dedicating yourself to taking responsibility for your learning behaviours at this level will ensure the years spent in the Sixth Form are rewarding and will stand you in good stead for the future.



# Your school, your community

The Sixth Form and its students are expected to make a significant contribution to the school. There are opportunities for all Sixth Formers to get involved in school life by helping out in main school lessons, mentoring younger students, being part of the Sixth Form Forum or the School Council. The School's Head Boy and Girl are Sixth Form students. There are also a wide range of sporting, music, fundraising and social events that students can get involved in.

We are proud to have fantastic sporting facilities and the Sixth Form encourages all students to follow the sporting ethos of teamwork and getting involved. We are equally proud of our Basketball and Dance Academies and the opportunities they provide for talented athletes to combine their academic studies with high quality training.

“I came from another school, and I cannot believe how easy I found it to make friends and settle in”

If you have any concerns, please do not hesitate to contact us. We are a community Sixth Form and want Copleston Students to feel that their Sixth Form is the place to be, where they are known, will be looked after and given every opportunity to succeed. We will interview and support all those Year 11 students who want information and guidance after receiving their results, and we work with them to provide the ‘where next’ advice that can make all the difference to their futures.

# Preparing for higher education and life beyond sixth form



Many of our students choose to go on to Higher Education. Our UCAS specialist provides advice and guidance about university and career paths throughout your time at Sixth Form. We have an outstanding record for securing students a place at university. In the summer term of Year 12 you will take part in our 'Higher Education Day', to help you to make decisions about what and where to study at university, and how to prepare for making your UCAS application.

For all students there are opportunities to visit universities, attend career and university presentations in and outside of Sixth Form and work on applications and interview techniques. One-to-one consultations about university and careers are always available, and our Careers Library is well equipped to help you make informed choices about your future pathway.

Drop down days are used to support post 18 progression preparation and we hold a successful Post 18 Information Evening for parents to ensure that they are fully informed about key information. Employment and Apprenticeship information and preparation is also available for students who wish to take a different pathway at the end of their time at Sixth Form.



# Requirements for



Below are the entry requirements for the different programmes that we offer at Copleston Sixth Form. You can use this information as a starting point to decide which pathway is right for you.

- For 2018/19, all GCSE subjects will be awarded the new numerical grades, running from 1-9.
- For each examination, the top 20 per cent of those who get grade 7 or above nationally, will get a grade 9 – these will be the very highest performers.

You are recommended to study the following, according to your achievement at GCSE:

- 4 A Levels – at least 5 grade 6s or better in different GCSEs or selected Level 2 courses
- 3 A Levels – at least 5 grade 4s or better in different GCSEs or selected Level 2 courses
- Level 2 – mainly grade 3s at GCSE or selected Level 2 courses
- In addition all students are now required to continue to study English and/or Maths until they have achieved a GCSE grade 4 in both subjects.

# entry



Some courses will also have their own specific entry requirements. In exceptional circumstances, however, we will consider the applications of students who don't meet the set entry requirements and whose estimated grades indicate that they could cope with the demands of the course. Such requests will be discussed at interview after the application deadline.

We work hard to accommodate as many subject combinations as possible; however, it may not be possible to cater for all. In these circumstances we will endeavour to put together an alternative programme which best suits each student's aptitude, interests and career aspirations in consultation with the student, parents and appropriate careers guidance.

**“I have found life in Copleston Sixth form to always be exciting and rewarding. I don’t want to leave!”**

# Copleston Sports Academy

We are very proud to have two successful sports academies as part of our Sixth Form. Students who wish to combine a high quality academic experience with the opportunity to develop their talents to an elite level will be catered for at Copleston.

Our two academies – Basketball and Dance – are all run by high level specialist coaches and have had major success in sporting tournaments, both at a regional and national level.

“Sixth Form life is consistently challenging and eventful. There’s a tremendous buzz around the place that is exciting to be a part of”





**“The Basketball Academy is like a big family”**



Those students who are interested in our Sports Academies can gain more information from our website or from our Head Coaches:

**Basketball –** ndrane@copleston.suffolk.sch.uk

**Dance –** msteward@copleston.suffolk.sch.uk

Students wishing to gain a place in one of our Sports Academies will need to indicate their interest on the application form by ticking the relevant box.

**As a member of Copleston Sports Academy and Sixth Form you will benefit from:**

- Individual academic programmes which allow each student to maximise their potential.
- Academic and pastoral support from a wide range of staff.
- A Director of Sixth Form who oversees the daily care, guidance and support of students.
- Specialist advice and guidance about university and career paths that is readily available throughout your time in Sixth Form. We also have huge experience and success in getting students to university in America; if that is something you aspire to.
- Weekly high level training in your chosen sport.
- High level competitive fixtures.
- High quality playing and training kit provided free of charge.
- Access to a professional strength and conditioning coach, who will work with you to design a programme tailored to your individual requirements.
- Free access to a highly qualified professional sports physiotherapist when required.
- Free usage of the school's comprehensive fitness suite.



# HOW TO APPLY

## to Copleston Sixth Form



**1** Talk with your parents, subject staff and read the course guide to help you to decide which subjects to take and how many to put in your programme.

**2** Research your possible career choices to find out which course(s) are required.

**3** Complete the application form enclosed in your course guide. This will need to be handed into the Sixth Form office by the closing date of Wednesday 5th December 2017.

We welcome applications from students from all schools. Please contact the Specialist Director of Sixth Form, Mr Leach, to arrange a visit.

Whilst we aim to meet each student's needs, we may be unable to accommodate every single subject request or combination of subject choices. Where applicable, we will endeavour to put together an alternative programme in consultation with the student, their parents and appropriate careers guidance.

### Key dates

**Sixth Form Open Evening:** Wednesday 3rd October 2018

**Sixth Form Taster Day (and Parents Evening):** Tuesday 27th November 2018

**Sixth Form Application Deadline:** Wednesday 5th December 2018

**Sixth Form Interviews:** Tuesday 22 January 3.30-6.30pm and Tuesday 5th February 3.30-6.30pm, 2019

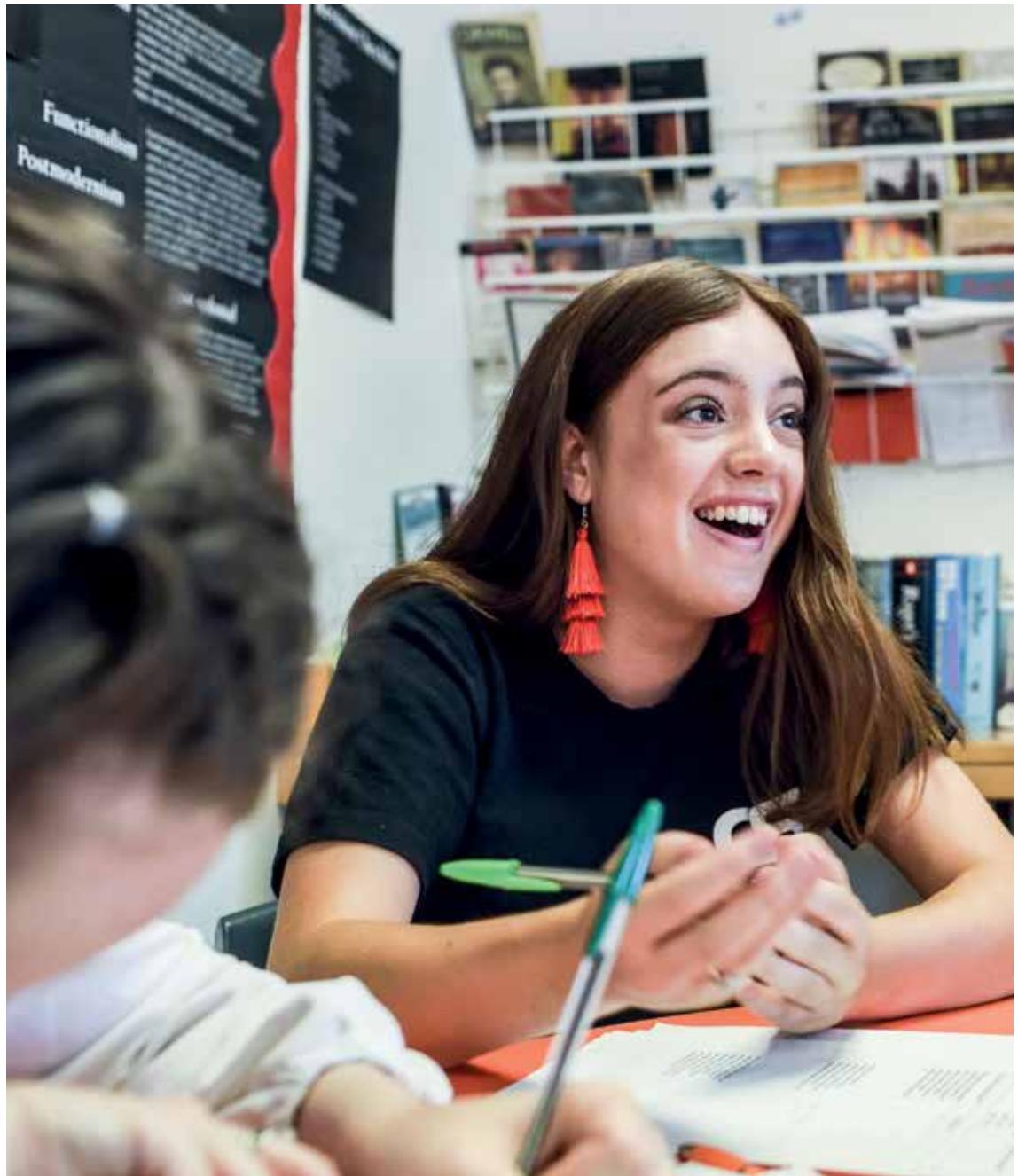
**Induction Day:** Tuesday 3rd July 2019 (TBC)

**Release of GCSE results:** Thursday 22nd August 2019

**Interviews** will take place between Friday 23rd August and the start of the new term for those students who need or wish to amend their programme.

# THE COURSES → → →

“We have great facilities that make us ready to learn”



# Art and Design

A LEVEL  
Edexcel

**Centre requirements and, in addition, at least a grade 5 in GCSE Art.**

## The Assessment Process

Work is internally assessed throughout the course using the four Assessment Objectives. Both Coursework and Exam work are marked separately but using the same assessment criteria. All work is presented together in the form of an Exhibition at the end of the course where it is moderated by an examiner from Edexcel.  
Coursework = 60% Final Examination = 40%.

## The Course

The two main components of the course are: Coursework and an Externally Set Assignment (Exam).

## Coursework

Coursework is taught through a thematic response. This incorporates; drawing from direct observation, recording the development of ideas in both

visual and written forms, taking relevant photographs and ultimately producing substantial outcomes. Gallery visits, artist research and analysis are also essential aspects of the course. Technical instruction is given to develop skills and techniques. In Year 13 students are required to complete a written Personal Study based on the artists they research making strong connections to their own work.

## Externally Set Assignment

The Externally Set Assignment is set by the exam board. Students are given the paper with one set theme at least eight weeks in advance. Students produce a sketchbook of preparatory work which includes; observational studies, their own photographs, art research and experimentation of materials. This preparatory work is taken into the exam for guidance and submitted as part of the examination work.

## In the Classroom

Teaching is centred on the selected themes. Relevant skills and techniques are introduced to support this and students are encouraged to experiment and explore a range of media. As the course progresses students are encouraged to work more independently and produce very personal responses as they develop their intellectual, aesthetic and creative potential.

## In the Future

Career options include: careers in the visual arts, art history, curating, museum and gallery work, events management, graphic design, website design, games design, animation, set design, architecture, film and fashion.



# Applied Science

AQA LEVEL 3 CERTIFICATE  
IN APPLIED SCIENCE  
(1 YEAR)  
AQA LEVEL 3 EXTENDED  
CERTIFICATE IN APPLIED  
SCIENCE  
(2 YEARS)

*Centre requirements, and in addition, at least 2 grade 5s in GCSE Science or its equivalent.*

## The Assessment Process

**Level 3 Certificate** – 2 x 90 minute written exams, (one with pre-release materials), plus an externally moderated portfolio of experimental techniques, taught throughout the course.

## Level 3 Extended Certificate

– 1 x 90 minute written exam, one original extended practical investigation, (internally assessed and externally moderated) and one practical investigation based on the option unit studied.

## The Course

This course is designed to provide a breadth rather than depth of science content, emphasising instead the experimental and technical aspects of working in science. A significant proportion of the final grade is made up of assignments completed in school giving students the chance to combine knowledge and understanding, scientific procedures and technical skill. The way science is viewed by the general public and portrayed in the media is also explored.

## In the Future

This qualification allows students to continue studying science, without the content heavy challenge of having to follow pure A Levels in science. This can sit nicely alongside other A Levels, and will allow students the opportunity to develop very procedural, problem solving skills which can be applied in other subject areas, and throughout many differing workplaces.



“I wasn’t sure what I wanted to do when I finished my A Levels, the support and guidance I received was brilliant”

# Business Studies

A LEVEL  
Edexcel

*Centre requirements and, in addition, at least a grade 4 in GCSE English and Maths.*

## The Assessment Process

Exam board: Edexcel.

A Level Business is assessed at the end of the second year through three exams.

- **Paper 1** covers Themes 1 and 4 and accounts for 35% of the final grade
- **Paper 2** covers Themes 2 and 3 and accounts for 35% of the final grade
- **Paper 3** covers all four themes and is based around a pre-release case study on a particular business or market, and accounts for 30% of the final grade.

## The Course

Students will study four key themes spread across the two years. Theme 1 and 2 will be studied in Year One of the course while 3 and 4 will be studied in Year Two. The assessment covers all four themes.

### Theme 1 – Marketing and people

Theme 1 will introduce students to how businesses meet customer needs and expectations, as well as analysing the markets in which they operate. They will also investigate the most effective ways to manage members of staff and see stories of success and failure in detail from prominent business leaders and entrepreneurs.

### Theme 2 – Managing business activities

In Theme 2 students will consider financial management and how businesses raise and use finance effectively. They will also look at how businesses manage their resources on a day to day basis and any external influences (i.e. legislation or politics) that affect the way that they operate.

### Theme 3 – Business decisions and strategy

Theme 3 looks at the objectives and strategies businesses set in order to maintain business growth, including which decision making techniques are used and the impact of different stakeholders groups on these decisions.

### Theme 4 – Global business

For the final theme, students will study globalisation and the impact this has had on business expansion and the creation of a global market. Prominent examples of globalising businesses such as Netflix, Amazon, Jaguar Land Rover and Apple will be studied in detail.

## In the classroom

Students will analyse real business situations and examples and identify where problems have arisen and where success has been managed, as well as developing financial skills and an ability to analyse business financial statements. They will apply theories on management, motivation and operations to real business case studies (such as John Lewis, ASOS, Tesco, Jaguar and Land Rover among many others). They will be encouraged to do this through discussions and critical thinking.

## In the future

This course could lead to a degree or job in: management, business studies, administration, finance, marketing, events management, accountancy marketing, finance, operations, human resources.



“I am so glad I stayed at Copleston because of the outstanding support we get here”



UNPLASH

**Centre requirements and, in addition, at least two grade 6s in GCSE Science or its equivalent.**

#### The Assessment Process

There are three exams at the end of the two-year course (2x 2 1/4 hours 1x 1 1/2 hours). As will all of the linear A Levels, these are the only exams which count towards the A Level grade.

Practical work is assessed throughout the two year course and is examined with specific questions in all exam papers. There is a separate 'practical endorsement' (pass or fail) which is likely to be included in offers for most university courses.

#### The Course

The course covers all aspects of modern biology. At AS level you will study the heart and circulation, cell structure, transport, basic biochemistry and ecology. These are built on at A2 with in depth study of evolution, photosynthesis, more ecology, human physiology, genetics and the nervous system. The course includes a field trip in the summer term of year 12 (usually in early July). Attendance and completion of the written tasks for this are a requirement to pass the practical endorsement.

#### In the Classroom

The course is taught through practical work, group work, research, discussion and practice questions. All students have two teachers throughout the course. There are a range of formative assessments throughout the course. Practical write-ups and past paper questions will form the bulk of formal homework tasks.

#### In the Future

Biology is valued by universities and employers. The wide range of skills you will hone during the course (among them high level literacy, numeracy and practical dexterity) are transferable to most jobs and HE courses. It is ideal preparation for a career in the health professions but equally acceptable for humanities or arts degrees.

# Chemistry

A LEVEL  
OCR



*Centre requirements and, in addition, two grade 6s in GCSE Science or its equivalent.*

## The Assessment Process

The specification for Chemistry is a 2 year linear course, made up of 6 modules. These will be assessed at the end of year 13 in 3 exam papers, which will use a mixture of multiple choice, structured and extended question styles. The exam papers will also cover some practical skills. There will be an additional practical endorsement, covering 12 key practical activities. This is teacher assessed and is reported with, but not part of, the main A Level qualification.

## The Course

We follow the OCR A Chemistry course. This is a traditional Chemistry A Level, with a wide range of chemical concepts covered. The course involves roughly equal amounts of organic, inorganic and physical chemistry, and covers such topics as chemical kinetics (rates), equilibria, modern analytical techniques, ozone depletion, biochemistry and many others.

## In the Classroom

Lessons will be taught using a variety of approaches, including; teacher led activities, practice exam questions, discussions, small group work, presentations, and experimental work. In addition, there will be regular homework to be completed, focusing on exam technique and key content, as well as work to be completed during non-contact time.

## In the Future

Chemistry is a required A Level for students wishing to study Medicine, Dentistry or Veterinary Science. It is useful for many other medical field degrees. The chemical/pharmaceutical industries are still large employers and there is a shortage of trained chemists in this country. Chemistry often also leads into degrees and employment in unrelated fields such as law, accountancy and engineering. A Level chemistry is seen by employers as a rigorous course that demonstrates good numeracy, literacy, problem solving and practical skills.

# Computer Science

A LEVEL  
OCR A Level

“Copleston Sixth Form is a great place,  
I can’t recommend it enough”

## Entry Requirements

This academic course requires students to have strong problem solving skills, a logical mind, a genuine interest in computer programming and a willingness to learn and practise skills independently.

We will strongly recommend students who decide to take this course to also take either a Maths or a Physics A Level course.

## Required GCSE Grades:

- Grade 5 or above in Maths
- Grade 6 or above in Computer Science or Science based subject

## The Assessment Process

This course consists of two exam units and one coursework unit:

**Unit 1:** A2 Exam (June) –  
40% of A Level

**Unit 2:** A2 Exam (June) –  
40% of A Level

**Unit 3:** A2 Coursework –  
20% of A Level

## The Course

Students will develop their programming skills throughout this two year course using programming languages such as JavaScript and Python. They will complete a range of programming projects to develop an understanding of a wide range of programming concepts and develop their problem solving abilities.

Students will learn about designing solutions to particular problems, how procedural programs are structured, the types of data and data structures, the common facilities of procedural languages, how to write maintainable programs, and how to test and run solutions.

Students will also investigate other computing fundamentals including hardware, software, the presentation, structure and management of data, how data is transmitted and networked, the life cycle of systems development, the characteristics of information systems, and the implications of

computer use. At A2 level students will also investigate the function of operating systems, the function and purpose of translators, how computer architectures are structured, high level language programming paradigms, low level languages and how databases function.

Through their A2 coursework, students will complete a computing project following the life cycle of systems development: definition, investigation and analysis, system design, software development, testing, documentation, evaluation.

## In the future

An A Level in Computer Science can lead to a career in computer science, ICT or telecoms (e.g. software development, website design/development, network management, IT security consultant, hardware/electronics engineer, telecoms engineer, business analyst, etc.) or in media (e.g. animation/visual effects specialist, graphic designer, etc.).



**Centre requirements and, in addition, at least a grade 4 in GCSE English and a grade 6 in a Dance related qualification and/or demonstrate an ability in the genre.**

### The Assessment Process

#### Component 1 – Performance & Choreography

- 50% of the A Level
- Solo linked to a specific practitioner
- Performance in a Quartet
- Group Choreography (set questions from AQA)

#### Component 2 – Critical Engagement

- 50% of the A Level
- 2hr 30min written exam - 100 marks
- **Section A** – short answer questions and one essay (Rambert Dance Company 1966-2002 and Rooster 1991)
- **Section B** – 2 essay questions on American Jazz 1940-1975.

### The Course

#### A Level Component 1 – Group Choreography, Solo Performance and Performance in a Quartet.

- The focus of choreography is a group piece with a stimulus from a list of questions set by AQA.
- Performance skills will continue to be developed in relation to a specific practitioner.
- Performance piece in a quartet in contemporary style.
- Candidates continue to receive instruction on technique and the health and safety of the dancer.

#### A Level Component 2 – Critical Engagement

Candidates develop skills and develop knowledge and understanding of the specific area of study, Rambert Dance Co 1966 – 2002 and a set work from either the Romantic Ballet period, American Modern Dance, American Jazz Dance or Independent Contemporary Dance Scene in Britain 2000-current.

### In the Classroom

The main dance styles studied are contemporary and jazz. The course includes choreography and performance as well as critical dance analysis. There will be a mixture of theory and practical lessons in order to broaden your subject knowledge and develop your creative approach to dance. The course involves both practical and written elements and therefore students should have previous experience in areas such as ballet, jazz, contemporary or modern dance.

### In the Future

This course prepares students for study at a higher level in dance at university or specialist dance schools or to work in a dance profession.



“You get treated as a young adult, but you are expected to work”



*Centre requirements and, in addition, at least a grade 4 in GCSE English Language and English Literature and a grade 4 in either GCSE Drama, Dance, Music or Performing Arts.*

#### **The Assessment Process**

Students will be assessed through a combination of a 40% written exam and 60% non-examined assessment. This will involve the exploration of two complete and substantial performance texts and at least three key extracts from three different texts placed in the context of the whole play. The requirement is a minimum of two performances, one devised and one from a performance text studied during the course.

#### **The Course**

Exploring theatre practitioners' techniques, studying contrasting play texts, watching and reviewing live theatre, preparing and performing practical pieces, working as part of an ensemble, learning rehearsal techniques through direction, taking part in vocal and physical workshops, working as a Director, devising a piece of theatre in response to a given stimulus, evaluating own and others' work, exploring the historical context of theatre by learning and writing about original performance conditions, and completing both practical and written exams.

#### **In the Classroom**

Teaching is workshop-based and student-centred and each student receives one-to-one support throughout the course. By the end of the course students should understand the roles of both Performers and Directors and have worked in both of these capacities on multiple occasions.

#### **In the Future**

Careers in the performing arts industry as performers, directors, technicians, communications, theatre administration and teaching.

# Design Technology

A LEVEL  
Resistant Materials  
OCR  
A LEVEL  
Product Design (H406)

**Centre requirements and, in addition, at least a Grade 4 at GCSE in either Graphic Products, Resistant Materials, Product Design or Electronics.**

## The Assessment Process

**The Project** (independent design and make project): 50% of the qualification.

- The assessment will be carried out under controlled conditions.
- Students will produce a substantial design, make and evaluate project
- The project will consist of a portfolio and a prototype
- The final prototype must be produced under immediate guidance or supervision.

**The Exams:** 50% of the qualification.

- **Exam 1** Principles of Design and Technology is a written examination. 1 hour 30 minutes
- **Exam 2** Problem Solving Exam is a written exam. 1 hour 45 minutes

## The Course

In Year 12 the students will complete a range of mini projects in order to learn the practical skills needed and also focused theory lessons in preparation for the exam.

Both the exam and project will be completed in Year 13.

The course includes 15% Maths and Science.

## In the Classroom

Teaching is workshop and classroom based. The projects can be geared to the students' particular interests. The coursework is challenging, and strong time commitment to this coursework is necessary as well as the expected commitment to continue your studies outside of lesson time.

## In the Future

This qualification could lead to a degree, apprenticeship or career in engineering (mechanical and electrical), product design, interior design, graphic design, website design, architecture, theatres/event technology, civil engineering, design engineering, packaging technology, analyst/researcher, project engineer/management, CAD design, drafting, furniture design, industrial design, manager in the manufacturing industry and product developer.

**“The relationship between staff and students is respectful and helps us feel more confident as learners”**



**Centre requirements and, in addition, grade 6 or above in GCSE English and Mathematics.**

### The Assessment Process

The course divides naturally into two areas, microeconomics (looking at individual firms, industries and consumers) and macroeconomics (investigating the national and international economies). There are three two-hour exams at the end of Year 13, each making up a third of the overall assessment:

**Paper 1** – Markets and market failure (assessing the microeconomic content)

**Paper 2** – National and international economy (assessing the macroeconomic content)

**Paper 3** – Economic principles and issues (synoptic, assessing the entire syllabus)

### The Course

Economics is a highly relevant and up-to-the-moment subject, in which we analyse and debate a range of current national and international issues. Topics include:

#### Year 1

**Microeconomics:** basic principles; the operation of markets; costs and revenues; competitive markets; market failure.

**Macroeconomics:** measurement of UK economic performance and economic policy.

#### Year 2

**Microeconomics:** behavioural economics; poverty and inequality; the labour market; market structures (competition and monopoly); market failure and government intervention.

**Macroeconomics:** UK economic performance; financial markets and monetary, fiscal and supply side policies; globalisation; trade; balance of payments; exchange rates; economic development.



### In the Classroom

Students will use current data, examples and contexts to develop the skills of the subject: knowledge of economic models and key terms; application of models to analyse situations in individual markets such as the housing market or national and international economic controversies such as trade, unemployment, inequality and the environment; and evaluation of the effect of policies in practice to control and improve these situations.

In addition to learning the concepts underlying economics, we undertake project work and question-based investigations to put skills into practice.

### In the Future

Economics is a highly rated A Level course, favoured by most of the Russell Group Universities. It can lead students into both analytical and arts based subjects.

Job opportunities for students of Economics include: accountancy, business analyst, actuary, banking, economist (PLCs, World Bank, government departments, etc.), insurance and finance, journalism, public sector management and human resource management.

# English Language

A LEVEL  
AQA



**Centre requirements and, in addition, at least a grade 5 in GCSE English Language and English Literature.**

#### The Assessment Process

Work is externally assessed by OCR in a terminal exam in the second year. This compromises two papers each lasting 2 hours and 30 minutes which are worth 50% per paper. There is a coursework folder which consists of two written pieces - an independent investigation and an academic poster which is started at the end of the first year and completed throughout the second year. The two exam papers combined are worth 80% and the coursework is worth 20%.

#### The Course

In the first year, the two main areas are exploring language and analysing how language works across different modes. Students will learn about textual variations

(the differences between spoken and written language). The various language levels will be learnt and applied to texts of differing genres. Language analysis and discursive essays will be developed as well as the ability to evaluate and compare texts. How context affects language is a key area to consider and apply. One examined piece is producing a persuasive response to a statement concerning an issue in current English use. Students will also learn about how gender, power and technology can affect a text.

In the second year all areas of Year One are revisited and new areas of study in the year include analysis of how children acquire language, language use in the media and how language changes over time. There is also an independent investigation into an area of each learner's particular individual interest (coursework element).

#### In the Classroom

Teaching is classroom-based and student-centred. It aims to develop each student's intellectual, analytical and creative potential as an independent learner and will teach appropriate comparative, evaluative and analytical skills as well as essay writing techniques. Independent research skills are also developed and wider reading around linguistic topics is expected.

#### In the Future

Careers in journalism, law, communications, PR, media, education. Excellent links to government, politics, law and history related careers and further education courses. Cross curricular links to Psychology, Sociology, Literature and History.

# English Literature

A LEVEL  
OCR

*Centre requirements and, in addition, at least a grade 4 in GCSE English Literature and English Language.*

## The Assessment Process

English Literature A Level is made up 20% NEA and 80% exam at the end of the course. There are two exams – both are closed book. Timed practice essays are completed throughout the course as well as mock exams. At A2 the course is 80% exam based and 20% non-examined. This non-examined component focuses on post 1900 and post 2000 literature and you will be required to write either a critical piece or re-creative, together with a commentary and a comparative essay of two 20th century texts.

## The Course

Candidates will study a range of genres and text types throughout their time on the course. An array of texts will be studied: a Shakespearean play, a modern play, prose texts and a compilation of poetry. The course aims to develop analytical, critical and evaluative skills through the study of a range of unseen texts. We will also look at the critical opinions of others on the texts and use media to inform our interpretations. When possible, students are offered theatre trips to see studied texts performed. In addition to this you will be given the opportunity to write a critical piece on a work of literature that you have enjoyed and/or turn that piece into a different form altogether through the re-creative process in the coursework component of the course.



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## In the Classroom

Teaching is often discussion-based. Students are encouraged to think critically and analytically. As there is a focus on Drama, sometimes this is used as a teaching tool within the classroom. There will be group work, research and seminar-type reviews following the wider reading completed outside of the classroom. Students are therefore encouraged to read widely and will be expected to read texts outside of classroom time in order to inform and develop their own interpretations of the texts studied within the course.

**"I really value the variety of spaces in which we can study. We can always find somewhere quiet to study where we know we will not be disturbed"**

## In the Future

Career options include the media, teaching, marketing, writing, PR, publishing, advertising, library services, research and the Civil Service.

**Centre Requirements and, in addition, a grade 4 in English Language or English Literature.**

#### The Assessment Process

**Component 1: Varieties of film and filmmaking (35% Exam)**

**Component 2: Global filmmaking perspectives (35% Exam)**

**Component 3: Film Production (30% Non-Exam Assessment)**  
Learners produce either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay, and an evaluative analysis of either production (1600-1800 words).

#### The Course

Cinema is not only entertainment: it's the art and cultural product of our time. For anyone passionate about history, texts and images – and how to interpret them – film studies is the ideal course. It offers you specialist preparation for jobs

in the cinema and media industries, as well as more general training in essential arts graduate skills, from constructing an argument to practical criticism. Learners will develop an appreciation of a variety of film forms, and deepen their understanding of critical approaches to cinema.

#### Films Studied over the two year course include

*Vertigo* (Hitchcock, 1958)

*Blade Runner* (Scott, 1982)

*La La Land* (Chazelle, 2016)

*Boyhood* (Linklater, 2015)

*Trainspotting* (Boyle, 1996)

*This is England* (Meadows, 2006)

*Pan's Labyrinth*

(Del Toro, Spain, 2006)

*City of God* (Mereilles, Brazil, 2002)

*Amy* (Kapadia, UK, 2015)

*Pulp Fiction* (Tarantino, US, 1994)

#### In the future

A Level Film Studies will not automatically offer learners a career in the film industry. Practical work experience is often the way forward, usually starting as a runner or getting involved with other local film makers, and production companies to build a portfolio of work and industry contacts.

Those seeking to pursue Film Studies beyond A Level will have a wide selection of courses to choose from, some with a theory bias and others providing more practical training specialising in production or post-production. Film Studies at degree level is very competitive with the average entry requirements ranging from AAB to BBB.

#### What is the difference between Film Studies and Media Studies?

Film Studies is a course that only covers the form of film and not the broad range of other forms covered in Media Studies.



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# Food Science and Nutrition

LEVEL 3 DIPLOMA  
WJEC

“The careers advice in the Sixth Form is brilliant, it really helped me to decide on my next steps”

**Centre requirements and, in addition, Grade 4 or above in GCSE Additional or Triple Science. (It is not necessary to have studied Food Technology at GCSE, but if studied, Grade C or above is required.)**

## The assessment process

There are 5 units in this course, a combination of externally and internally assessed modules. All students will undertake unit 1 and 2 and will select one option from unit 3 and 4.

Unit no.	Unit title	Structure	Assessment	%
1	Meeting nutritional needs of specific groups	Mandatory	External (exam)	20%
1	Meeting nutritional needs of specific groups	Mandatory	Internal assessment (controlled assessment)	20%
2	Ensuring food is safe to eat	Mandatory	Externally assessed – 8 hour timed supervised assessment	20%
3	Experimenting to solve food production problems	Optional	Internal (controlled assessment)	20%
4	Current issues in food science and nutrition	Optional	Internal (controlled assessment)	20%

## The Course

This is an exciting new course which will allow you to gain a wealth of knowledge about Food Science and Nutrition. You will have the opportunity to learn about the relationship between the human body and food, as well as developing practical skills linked to experimental work and the cooking and preparation of food.

**There is a strong emphasis on practical work, making this an ideal choice if you prefer to learn by doing.**

### Unit 1: Meeting nutritional needs of specific groups.

*What are nutrients & why do we need them? Is any food ‘bad’ for us? Can vitamin tablets replace fresh fruit?*

In this unit, you will develop an understanding of the nutritional needs of specific target groups. In the classroom based controlled assessment, you will plan and cook complex dishes to meet these nutritional needs.

There will also be a 90 minute exam taken at the end of year 13.

### Unit 2: Ensuring food is safe to eat

*Why should we follow storage recommendations on food products? Why do menus need to highlight products containing nuts?*

*How can you be sure the food you eat is safe?*

In this unit you will learn about food safety, how micro-organisms can affect food safety, how some foods can cause ill health in people that have intolerances or allergies. From this, you will be able to recommend control measures that need to be in place to ensure food is safe to eat.

### Unit 3: Experimenting to solve food production problems

*Why does ice-cream freeze? How do I stop cream from curdling? How do I make cakes rise? Why do salad dressings separate?*

This unit will provide you with an understanding of the scientific properties of food and how these properties contribute to the changes that occur in food. You will make use of this learning to create new dishes. Today, an even greater understanding of the scientific properties of food enables chefs to come up with more and more innovative techniques.

### Unit 4: Current issues in food science and nutrition

*Should cooking skills be compulsory in schools? How much extra will consumers pay for organic food? Are diet trends effective? How is the media influencing our food choices?*

Through this unit, you will develop the skills needed to plan, carry out and present a research project on current issues linked to issues related to food science and nutrition. This could be from the perspective of a consumer, food manufacturer, caterer and/or policy-making perspective.

## In the classroom

Lessons are highly practical and creative, with the opportunity to produce original and individual coursework combining flair and industry focused challenge. You will work with outside agencies (restaurants, commercial caterers, hospitals, nutritionists, care settings) to develop ‘real life’ solutions to ‘real life’ nutritional issues.

## In the Future

The nature of the food industry is so diverse that this course can be used as an entry to a range of higher education courses, both science and business based. Examples include: degree courses such as: BSc Food and Nutrition, BSc Human Nutrition, BSc Public Health Nutrition, BSc Food Science and Technology, BSc Food Engineering and Microbiology, Food Journalism and Photography.

**Centre requirements and, in addition, at least a grade 6 in GCSE French.**

#### **The Assessment Process**

Three examinations, taken at the end of the two-year course.

**Paper One: Listening, Reading and Translation** (2hr 30min; 50% of A Level)

**Paper Two: Writing** (on one set text or film + grammar) (2hr; 20% of A Level)

Students will answer an essay question in French for each of the two works they have studied (this can be a book and a film, or two books). Students will have a choice of question on each book/film. All questions will be in French and will require a critical and analytical response.

**Paper Three: Speaking** (21-23 minutes; 30% of A Level)

The test will be in two parts. Part 1 will be the discussion of one sub-theme from those in this specification, lasting 5-6 minutes,

and Part 2 will be the presentation and discussion of the student's individual research project.

#### **The Course**

The A Level French course gives the opportunity to develop linguistic competence, including detailed grammatical knowledge and improved accuracy, in the context of an in-depth study of aspects of French speaking society and culture, including works of literature and film. Topics include:

#### **Aspects of French-speaking society: current trends:**

- The changing nature of family
- The "cyber-society"
- The place of voluntary work

#### **Aspects of French-speaking society: current issues:**

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

#### **Artistic culture in the French-speaking world:**

- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form

#### **Aspects of political life in the French-speaking world:**

- Teenagers – the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

#### **In the Classroom**

A diet of dialogues, debate, listening and writing leading to immersion in the language.

#### **In the Future**

The course develops a range of transferable skills, including written and spoken communication, critical thinking and creativity, which are valuable to the individual and in many careers and higher education courses.



# Geography

A LEVEL  
Edexcel  
Modular

“The amount of holiday revision sessions offered is incredible!”

*Centre requirements and, in addition, at least grade 4 in GCSE Geography. A grade 5 in English and Mathematics is also desirable.*

## The Assessment Process

### Paper 1

Physical systems & Dynamic Landscapes = 2 hour exam (30%)

### Paper 2

Human systems & Dynamic Places = 2 hour exam (30%)

### Paper 3

Synoptic Paper = 1hr 45min (20%)

## Coursework

20% of final examination (can be completed at any time in the course but submitted at end of Year Two)

## The Course

A Level Geography is designed to deepen your understanding of the world today and investigates the issues which will shape our future. The course gives students the chance to apply their skills and knowledge in a variety of ways, including problem solving exercises.

In Year One students complete two units; the first, ‘Dynamic landscapes’, looks at the variety of landscapes found around the world formed by processes relating to tectonic activity, (volcanoes and earthquakes), the movement of ice and coastal processes. The second unit, ‘Dynamic places’ addresses a range of global issues including; Globalisation and interdependence, inequality of wealth, the migration debate, factors affecting global populations and the challenges of urban living.

In Year Two students add to the knowledge gained in Year One. ‘Physical systems and Sustainability’ looks at pressing issues relating to the world’s resources in the form of water insecurity, climate change and the challenges of energy security. ‘Human systems and Geopolitics’ covers a wide range of topical issues including; changing global superpowers, human



development and health, migration and conflict – why are some areas more unstable than others, and what makes a national identity. In addition, students will complete an ‘Independent Investigation’.

This marks the reintroduction of coursework to A Level Geography and offers students the opportunity to conduct an investigation into an aspect of Geography they are interested in.

## In the Classroom

Research, debate and independent study are at the heart of the learning process. Students are

given opportunities to utilise the full range of skills required to make a successful Geography student.

## In the Future

Due to its wide range of skills and knowledge Geography provides the perfect route into many other areas of study. Many of our students have progressed into Geography related university courses, such as Environmental Risk Management, Meteorology, Urban Planning and Sustainable Development.

# Government and Politics

A LEVEL  
Edexcel

“The support I received with my Cambridge application was amazing”

**Centre requirements and, in addition, at least grade 4 in GCSE English.**

## The Assessment Process

A variety of modes of assessment will be used, including short-answer questions, stimulus response, extended writing and essays. Students will have a choice of questions within the examinations for each unit. All units are assessed through examination.

## The Course

Politics is emphatically far more than the study of boring men in boring suits; politics is the study of power – the what, who, where, why and when of that universal phenomenon. Lurking under its umbrella are fields as diverse as international relations theory, environmental protection and legislative studies. Studying British and American politics now is probably more exciting than it's ever been. Widespread constitutional reforms have changed the political map. The establishment of the Parliament in Scotland and the Assemblies in Wales, Northern Ireland and London mean that power is shifting. Not only that, Britain's membership of the EU has been subject to a referendum and the debate rages around the location of sovereignty in the UK. In America a populist billionaire has won the support of the right and the confounding of prejudices has left millions of voters disenchanted with the political system.

A Level Government and Politics aims to develop students' knowledge and understanding of contemporary politics and its historical context, both within the UK and globally. This involves a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes. It is an ideal course for anyone who is interested in topical issues which affect the lives of every



person in the UK and the course should appeal to students who enjoy discussion and debate of controversial matters. Students will continually assess whether the theories concerning politics match with the reality of how countries are governed.

In **Year One** students develop knowledge and understanding of government in the UK, its institutions, their roles, powers and interrelationships. In addition, students will develop knowledge and understanding of the different levels of political participation in the UK and assessing the historical context for these. The course will also cover the role and method of elections, voting, political parties and the European Union. Students will also be required to have knowledge of a range of ideologies varying from Conservatism and Liberalism to Socialism and Nationalism.

In **Year Two** students examine some of the same debates that they encountered in Year One but compare them to the American political system. Aspects of the

American system that will be analysed include the American Constitution, Supreme Court and Civil Rights.

## In the Classroom

Teaching is workshop-based and student-centred and aims to develop each student's intellectual, argument and debating skills whilst developing an understanding of moral, ethical, social and cultural issues. In previous years students have visited Parliament, interviewed the local MP and the Prime Minister, canvassed and participated in the count for elections and referenda.

## In the Future

Several of our students have progressed into Politics or International Relations university courses and others have used Government and Politics as a support course for areas as varied as law, teaching, industry and commerce, finance, banking, leisure and the service sector. Several of our students have become very involved in politics at their respective universities and have been invited onto TV and radio debates.

# Graphic Communication

A LEVEL  
AQA

**Centre requirements and, in addition a grade 6 or higher in Art or a grade 6 in Design & Technology. (Students who do not meet this entry requirement would need to provide a strong portfolio of evidence showing their digital art skills).**

## The Course

Students will be introduced to a variety of experiences that explore a range of graphic communication media, processes and techniques. They will investigate both traditional and new media and explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate.

Students should explore relevant images, artefacts and resources relating to a range of art, craft and design. Students' responses to these examples will be demonstrated through practical and critical activities that demonstrate

their understanding of different styles, genres and traditions.

Students are required to work in one or more area(s) of graphic communication, such as interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.

## Students will develop their skills in all of the following:

- understanding of meaning, function, style, scale, colour and content
- awareness of intended audience or purpose
- ability to respond to an issue, concept or idea, working to a brief or answering a need
- appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief

- appreciation of the appropriate use of typography (which could include hand lettering and calligraphy)

- understanding of a variety of materials and genres

## They will develop their knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to graphic communication
- a working vocabulary and specialist terminology

## The Assessment Process

This qualification will consist of 4 units:

**Unit 1:** Coursework Portfolio – No time limit – (30% of A Level)

**Unit 2:** Externally Set Assignment (Controlled Assessment – 10 hours) – (20% of A Level)

**Unit 3:** Personal Investigation – No time limit – (30% of A Level)

**Unit 4:** A2 Externally Set Assignment (Controlled Assessment – 15 hours) – (20% of A Level)

## In the future

An A Level in Graphic Communication can lead to a career in media (e.g. animation/visual effects specialist, graphic Designer, video editor etc.), marketing (e.g. digital marketing expert, SEO consultant, web author, etc.), web development (e.g website designer) or any other sectors where creative ICT skills can be applied.



# Health and Social Care

EXTENDED  
CERTIFICATE  
Cambridge  
Technicals level 3: OCR



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**Centre requirements and, in addition, at least a Grade 4 in GCSE English Language and at least a grade 4 in GCSE Science.**

## The assessment process

### 50% examination

This part of the course consists of three exam papers that can be sat in January or May/June. The first two exam papers, each 1.5 hours long will be sat during the first year of study. The third exam is 2 hours and will be sat during the 2nd year of study.

### 50% internally assessed pieces of coursework.

This part of the course consists of three separate pieces of coursework

on three different topics. One to be completed during the first year of study and the other two pieces to be completed during the second year of study.

## The course

The Level 3 Extended Certificate in Health and Social Care has been developed for learners aged 16+, who want to develop and apply their knowledge, understanding and skills of health, social care and child care settings. Throughout the course you will gain an appreciation of what happens in a variety of health and social care settings which will help you to develop an in-depth knowledge

and understanding of this subject/profession as well as building a set of transferable skills.

This qualification isn't about teaching you how to care for babies, the elderly or the ill, however; it will provide you with the knowledge, understanding and skills to enable you to progress on to a higher education health and social care related programme such as Health and Social Care, Nursing/Midwifery, Social Work, or Early Childhood Studies.

## In the classroom

The delivery of health and social care involves the use of a wide variety of teaching and learning techniques including group discussions/work, independent learning tasks such as researching and writing coursework, the use of different forms of media as well as various forms of assessment and active learning to keep the learner engaged.

## In the future

This subject has particular relevance for careers in a variety of health and social care settings from nursing and midwifery to child care and social services.

### Over the two years you will complete the following units:

Unit no.	Unit title	Structure	Assessment
1	Building positive relationships in health and social care.	Mandatory coursework	Internally assessed
2	Equality, diversity, and rights in health and social care.	Mandatory	Externally assessed exam
3	Health, safety and security in health and social care	Mandatory	Externally assessed exam
4	Anatomy and Physiology for health and social care	Mandatory	Externally assessed exam
10	Nutrition for health	Optional	Internally assessed piece of course work
13	Sexual health, reproduction and early development stages	Optional	Internally assessed piece of coursework

*Centre requirements and, in addition, at least a grade 4 in GCSE History.*

#### The Assessment Process

##### Component 1 – The Tudor: England, 1485-1603

Breadth Study

40% of final grade

Assessment: 2hr 30min exam

##### Component 2 – The Cold War, c1945-1991

Depth Study

40% of final grade

Assessment: 2hr 30 min exam

##### Component 3 – Historical Investigation

3,000-3,500 essay on chosen topic area of African-American Civil Rights, c1861-1965

20% of final grade

Centre marked, externally moderated.

#### The Course

The course allows students to study a range of exciting, challenging and invigorating topics across a 500-year span. Across the components students will develop a critical eye for examining sources; understand how history has, in turn, been shaped and what the defining factors, events and figures were in shaping the course of both national and international history in three key periods.

Students will learn to develop their own appreciation of the history, make their own judgments and construct effective and analytical arguments around the validity of key historical debates, exploring whether it was good old-fashioned power politics at the heart of Henry VIII's religious reforms; whether Elizabeth I's reign was indeed a Golden Age and was it Reagan, and not Gorbachev, who was responsible for ending the Cold War. Students will explore political, economic and social history, and through their historical investigation will develop their own research skills

as a historian, exploring different interpretations and developing their own knowledge and understanding of why the Civil Rights agenda moved forward in this crucial period.

#### In the classroom

Students will be taught in a varied range of teaching and learning styles enabling them to interrogate source material and build arguments based on evidence. There is a focus on independent learning and the challenging expectation for students to undertake a high level of reading around the subject areas and to conduct their own research.

#### In the Future

Students from Copleston High School have gone on to successfully study History at Oxford and Cambridge as well as other prestigious institutions, opening up a world of possibilities. History remains a highly respected and valuable A Level that opens up a range of career opportunities from politics and law, to international relations and even criminology and journalism; as well as teaching.

“The teachers at Copleston make a massive effort to support you if you miss a lesson. You know they are there to help”



# Information Technology

BTEC Level 3 National Extended Certificate

## **Centre requirements.**

### **The Course**

This course is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, investigate the use of social media in a business context and investigate and develop their skills in designing and creating webpages to meet specific business requirements.

This qualification is a Level 3 qualification graded from P to D\*. (Pass, Merit, Distinction, Distinction\*), and is the equivalent in terms of UCAS points to a standard A Level GCE course.

### **Course Structure and Assessment Process**

This qualification consists of 4 units as follows:

#### **Unit 1: Information Technology Systems** (2 hours written exam – Externally Assessed)

Information technology (IT) systems have a significant role in the world around us and play a part in almost everything we do. Having a sound understanding of how to effectively select and use appropriate IT systems will benefit you personally and professionally.

You will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system. You will examine issues related to the use of IT systems and the impact that they have on organisations and individuals.

#### **Unit 2: Creating Systems to Manage Information** (10 hours Controlled Assessment Tasks to complete on the computer – Externally Assessed)

In order to produce information to support business processes relational databases are widely



used to manage and process data. From the smallest in-house systems to stock control systems for large online retailers, databases are repositories of information that are a significant part of organisational operating requirements.

In this unit you will examine a given scenario and develop an effective design solution to produce a database system. You will then test your solution to ensure that it works correctly. Finally, you will evaluate each stage of the development process and the effectiveness of your database solution.

#### **Unit 3: Using Social Media in Business** (Coursework Unit – Internally Assessed)

You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business

use of social media and review the effectiveness of your efforts.

#### **Unit 4: Website Development** (Coursework Unit – Internally Assessed)

In this unit, you will review existing websites – commenting on their overall design and effectiveness. You will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools. Finally, you will reflect on the website design and functionality using a testing and review process.

### **In the future**

A BTEC Level 3 in IT can lead to a career in computing, ICT or telecoms (e.g. software development, website design, network management, business analyst, IT support technician, etc.), media (i.e. animation/visual effects specialist, graphic designer, video editor etc.), marketing (i.e. digital marketing expert, SEO consultant, web author, etc.) or any other sectors where ICT skills can be applied.

# Mathematics

A LEVEL  
Edexcel

“You have the freedom to study in your own way”

**Centre requirements and, in addition, at least a grade 6 at GCSE Mathematics.**

#### The Assessment Process

Students doing A Level Mathematics will be assessed at the end of the two year course through three examinations, two on the Pure content and one on the Applied content. All examinations will be 2 hours long. There will be interim assessments throughout the course over the two year period.

#### The Course

As part of A Level Mathematics, students study four modules, two pure and two applied modules. The first pure module covers areas such as coordinate geometry, exponentials, logarithms, sequences, series, calculus and vectors. The second pure module delves further into sequences, series and calculus as well as introducing students to

numerical methods and parametric equations. The applied module offered to the students consists of Mechanics and Statistics. As part of Mechanics, students study the motion of a particle either with no external forces or under the influence of external forces acting on it as well as studying the three laws of Newton and their effect on the motion of an object in greater depth. Students are also introduced to moments. As part of Statistics, students study statistical sampling, probability, distributions and hypothesis testing which includes null hypothesis, and test for the mean of a normal distribution.

#### In the Classroom

The course will be taught by way of direct teaching, group work, and investigations where possible.

#### In the Future

Mathematics A Level is essential for students who wish to read a degree in Mathematics, any branch of engineering such as aeronautical, mechanical, chemical, electrical engineering, physical sciences or branch of sciences such as earth sciences or sports science, and it is considered desirable for many other courses including areas of business management and computer science. Mathematics is considered as one of the three sciences for courses such as medicine, dentistry, veterinary science or pharmacy. For students who are unsure which area of study they are interested in but expect it to be scientific, Mathematics should be a serious consideration to ensure freedom of choice later. Students intending to study Mathematics or Mathematics related subjects must seriously consider studying Further Mathematics.



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# Further Mathematics

A LEVEL  
Edexcel

**Centre requirements and, in addition, at least a grade 7 at GCSE Mathematics.**

## The Assessment Process

Students doing A Level Further Mathematics will be assessed at the end of the two year course through two examinations on pure compulsory content and two examinations on the optional content which contains the applied modules. All examinations will be an hour and a half long. There will be interim assessments throughout the course over the two year period.

## The Course

As part of A Level Further Mathematics, students study four modules, two pure and two applied modules. The first pure

module covers areas such as proofs, complex numbers, matrices, further calculus and further vectors. The second pure module delves further into complex numbers and calculus, as well as introducing new areas such as polar coordinates, hyperbolic functions and differential equations. The third module is an applied module and is based on Decision Mathematics which involves general ideas of algorithms, graph theory, critical path analysis, and linear programming. The fourth module is another applied module and is based on Further Mechanics 1 which covers areas such as momentum and impulse, collisions, work, energy, and power, elastic strings and springs as well as elastic collisions in one and two dimensions.

## In the Classroom

The course will be taught by way of direct teaching, group work, and investigations where possible.

## In the Future

Further Mathematics A Level is essential for students who wish to read a degree in mathematics. Students intending to study Mathematics related subjects must seriously consider studying Further Mathematics. It will also be helpful and enhance UCAS (University) applications for engineering or any branch of engineering such as aeronautical, mechanical, or chemical, electrical, physical sciences or branch of sciences such as earth sciences or sports science.

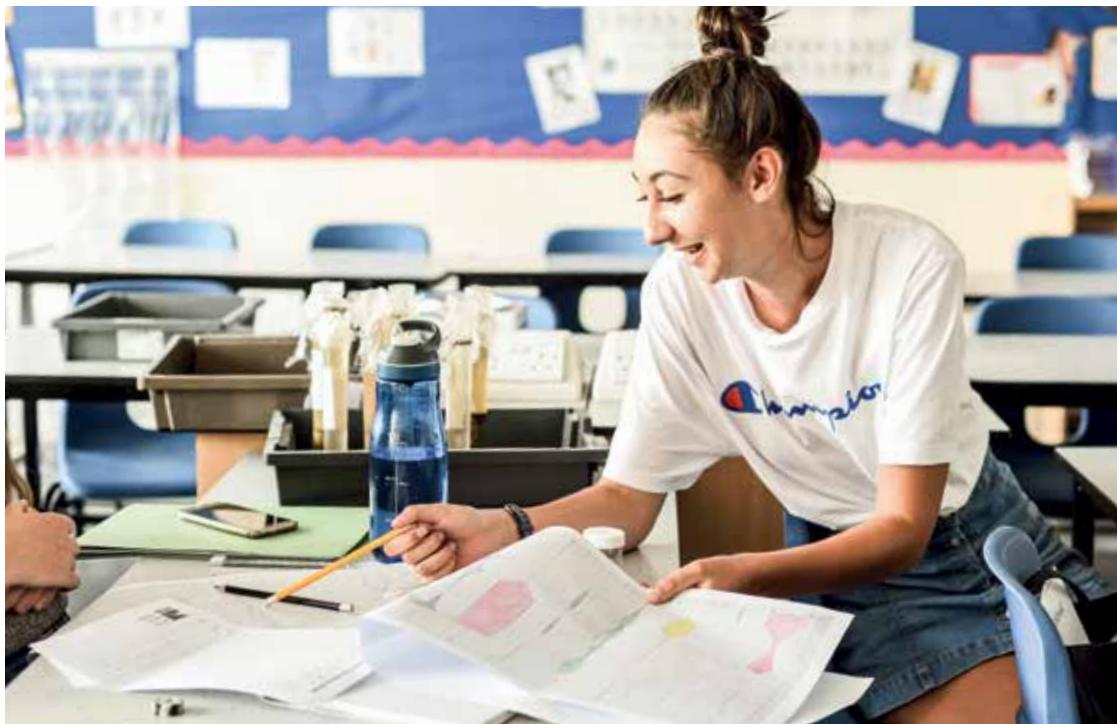


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# Core Mathematics

A LEVEL  
AQA

“The teachers really want you to achieve your best”



**Centre requirements and, in addition, at least a grade 5 at GCSE Mathematics.**

### The Assessment Process

The qualification is linear and is externally assessed by AQA at the end of the course over a two year period. The assessment will be made up of two written examinations both lasting an hour and a half and will be 60 marks each. The mathematics department will conduct interim assessments throughout the course.

### The Course

Core Mathematics is a Level 3 qualification accredited by Ofqual and leads to an AS in Core Mathematics at the end of two years. It is for students who have achieved at least a grade 5 at GCSE, but who do not wish to study AS or A Level Mathematics. The course is

made up of two parts; a compulsory and an optional component. The compulsory component consists of analysis of data, maths for personal finance, estimation and critical analysis of given data and models. The optional component consists of critical path analysis, which includes compound projects, critical activities and Gantt charts.

### In the Classroom

The course will be taught by way of direct teaching, group work, and investigations where possible.

### In the Future

The course will consolidate students' mathematical understanding, build their confidence and competence in applying mathematical techniques to solve a range of problems and introduce them to new techniques and concepts that will prepare them

for further study. The qualification provides mathematical skills to support students progressing to higher education to study subjects that use mathematics such as biology, business, geography, health and social care, nursing and psychology. It aims to prepare students for the mathematical demands of higher education and work, where there is a distinct mathematical or statistical element, but where the mathematical demands do not stretch to a requirement for A Level Mathematics. The course will also prepare students for future employment within a broad range of academic, professional and technical fields.

# Media Studies

A LEVEL  
Eduqas

**Centre Requirements and a grade 4 in English Language or English Literature.**

## The Assessment Process

**Component 1 – Media Products, Industries, and Audiences** (35% Exam)

**Component 2 – Media Forms and Products in Depth** (35% Exam)

## Component 3 – Cross Media Production

(30% Non-Exam Assessment) - An individual cross-media production based on two forms in response to a choice of briefs set by Eduqas, applying knowledge and understanding of the theoretical framework and digital convergence.

## The Course

Media Studies is an exciting and challenging course designed to give learners an insight into the

media industry, whilst building strong analytical and creative skills. Initially learners will develop their analysis by applying media theory to set products chosen by Eduqas. This will involve deconstructing products using media language in a methodical way, whilst considering their intended audience and areas of representation. Learners will also be required to construct an individual cross media production. This is essentially two linked media products chosen from a range of genres including: TV or Radio sequence, print based marketing, magazine, music video, and website.

## In the future

Media Studies at A Level prepares learners for university, employment, or an apprenticeship. Universities value Media Studies highly, especially if you are wanting to study Journalism, Film, Media, TV

production, or Advertising and Marketing. Those seeking to pursue Media Studies beyond A Level can expect a wide variety of career options depending on their specialism. These include media planning, advertising account management, copywriting and market research. Alternatively, other suitable careers can be found within television broadcasting, as well as magazine, newspaper and broadcast journalism.

## What is the difference between Media Studies and Film Studies?

Learners will not undertake in-depth analysis of any films. Instead Media Studies focuses on the film industry in terms of marketing and advertising, such as looking at film trailers, posters and DVD covers. These areas are also the focus for the cross-media production briefs.



“As an external student the Sixth Form welcomed me and I soon felt that I belonged”



**Centre requirements and, in addition, a grade 5 in GCSE Music and the ability to perform at Grade 5 standard.**

#### The Assessment Process

There are three units – **Performing, Composing and Appraising**. All of these are externally assessed.

#### The course

**Performance** makes up 30% of the A Level course and takes the form of a recital and candidates can choose between playing solo, in an ensemble, improvising or realising music using music technology. Performance time should be at least 8 minutes

**Composing** makes up 30% of the A Level course.

Candidates will submit two pieces, one to a brief set by the board and one other free composition or also to a brief.

Each composition must be at least 4 minutes in duration

1 brief assessing technique – minimum of 1 minute

**Appraising** is a 120 minute written examination which makes up 40% of the A Level course.

The 6 areas of study are related to areas of study which include Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions.

One short melody/rhythm completion exercise

#### In the classroom

Delivery of the course will be similar to that experienced at GCSE level. The main difference will be the necessity to write essays and the ability to find links between familiar and unfamiliar music. The availability of excellent music technology facilities, extensive clubs and music ensembles and visiting instrumental specialists means that the choice of performance and composition options will be well catered for at this centre.

#### In the Future

A degree in Performing Arts or Music or a career in working in the following sectors:

- Community arts
- Cultural venue operations
- Live events and promotion
- Music business (record labels)
- Technical theatre.

# Music

**LEVEL 3 BTEC  
National Extended  
Certificate in Music  
Performance**

This course equates to the same UCAS points as an A Level and is delivered over two years.

There is no exam for this course, but specific coursework assignments are set by the board, completed in a set time and then marked externally. The remaining assignments are all set and marked internally by the music department at Copleston.

The course aims at developing a range of musical skills and will feature units on music composition as well as the music theory and harmony skills encountered in the A Level.

Instead of an exam, one of the mandatory units of work is based on the music industry itself across a broad range of topics including

contract styles, unions and job roles within the music industry. After students are taught this content, a vocational style coursework exercise will be issued by the board and completed in lesson times. Students will be expected to collaborate within a group of fellow performers and tackle an arranging and ensemble performance task marked by the board, where the group interpret and arrange one of 8 songs set. As a result, performance skills on an instrument or singing are essential.

There is an emphasis on making progress as musicians and performers and students are encouraged to maintain practice logs throughout the course.

The units of work will include;

- Ensemble Music Performance (Mandatory, year 1)
- Practical Music Theory and Harmony (Mandatory, year 2)
- Professional Practice in the Music Industry (Mandatory, year 2)

The remaining units are choices from options but these are the ones we are recommending.

- Musical Skills Development
- Composition
- Solo Performance or Improvisation

Unlike A Level, candidates do not need grade 5 theory to undertake the course but we recommend having GCSE Music and some formal qualification on their chosen instrument or instruments, e.g. associated board or rock school grades.

**“It’s a great place,  
I have loved my  
time here”**



# Physical Education

A LEVEL  
AQA  
Modular



**Centre requirements and, in addition, at least grade 5 in GCSE English Language or Literature, a grade 5 in GCSE Science and a grade 6 at GCSE PE or an equivalent sports related course.**

## The Assessment Process

**PAPER 1** – 2 hours – (35% of A Level)

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

**PAPER 2** – 2 hours – (35% of A Level)

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

## NON-EXAM ASSESSMENT –

Internal assessment, externally moderated – (30% of A Level)

1. Performer or coach in the full sided version of one activity. Video evidence of a number of full games/

performances should be made available in order to demonstrate competency levels against exam board criteria

2. A written assignment focussing on defensive and tactical weaknesses compared to a chosen elite performer. The work should investigate possible causes for areas of weakness as well as corrective measures

## The Course

A Level Physical Education builds on students' experience from Key Stage 4 and GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in Physical Education. The qualification aims to equip students with skills and knowledge required for higher education or the world of work.

The content addresses contemporary topics in sport, such as the impact in the use of ergogenic aids, technology and the increasing commercialisation of sport.

## In the Classroom

Lessons will involve as much as possible a lively mixture of learning in order to demonstrate the theories in a practical manner. It must be made clear that very little, if any, time will be given to students developing their own personal sport or skills. We therefore strongly reinforce the need for students to be involved in sports at a competitive level outside of school.

## In the Future

Sports Science provides an excellent base for the majority of degree courses not only in sport and allied subjects, but in teaching, medicine, physiotherapy, the Armed Forces, administration, sports journalism and the fitness industry. Nowadays there are many possibilities involving sports nutrition, psychology, technological developments as well as the more well-known routes of coaching and PE teaching.

“I feel settled in the Sixth Form and able to develop as a learner”



**Centre requirements and, in addition, at least 2 grade 6s in GCSE Science or its equivalent and a grade 5 in GCSE Mathematics.**

#### The Assessment Process

Work is examined in three exams at the end of the second year. There will be regular testing and mock exams throughout the two years. In addition you will do a separate practical endorsement for experimental work. This is pass/fail and is based on the experimental work you do throughout the year

#### The Course

Advancing Physics is an exciting course that brings you right up to date with modern Physics as well as covering the key elements of any Physics course. In the first year we cover work on the digital revolution, electronic sensors, materials, mechanics, waves and quantum behaviour. In the second year we study radioactivity, cosmology and space, gas theory, electromagnetic induction, electric fields and particle physics.

#### In the Classroom

Teaching and learning uses discussion, experiments, computer work, groupwork, research and practice questions to develop your understanding of the topics which can then apply to the exams.

#### In the Future

Physics is a highly valued qualification. Your problem solving skills can get you jobs both in science and engineering related jobs, medicine and medical physics as well as more general jobs, such as working in the City, banking, accountancy and law, to name just a few.

# Psychology

A LEVEL  
AQA

**Centre requirements and, in addition, at least a grade 5 in GCSE English Language or Literature, at least a grade 5 in Mathematics and at least a grade 4 in GCSE Science.**

## The Assessment Process

Exam board = AQA

The course is 100% exam based

The A Level qualification consists of three 2 hour exams at the end of 2 years of study

## The Course

A Level Psychology is the study of the human mind and behaviour. It explores how we think, act, react and interact with others.

Psychologists are concerned with all behaviour and what motivates us to act in particular ways. Psychologists do not simply seek to explain behaviour, but use their understanding to bring about positive change. Should you opt to take psychology as an A Level you will explore a variety of topics looking at different aspects of human behaviour. These topics include social influences, human memory, attachment, psychopathology, psychological research methods, approaches to psychology, biopsychology, cognition and development, eating behaviour, aggression and issues and debates in psychology.

## In the Classroom

The delivery of Psychology involves the use of a wide variety of teaching and learning techniques including group discussions/work, independent learning tasks such as conducting pieces of research, the use of different forms of media as well as various forms of assessment and active learning activities to keep the learner engaged.

## In the Future

The subject has particular relevance for careers in social services, education, clinical or therapeutic practice, journalism and many aspects of business.



# Sociology

A LEVEL  
AQA

**Centre requirements and, in addition, at least grade 4 in GCSE English Language or English Literature.**

## The Assessment Process

In Year One students complete two units:

**Topic 1: Families and Households** examines the broad range of family structures that exist in society today and also throughout the last 50 years. You will then develop an understanding of the implications the family has on society for individuals such as women and children, but also in terms of social policy, education and crime.

**Topic 2:** You will also develop an understanding of the methods used to research sociologically and their relative uses within the subject. You will understand the difference between quantitative and qualitative

methods and the advantages and disadvantages of each of them.

**Topic 3: Education and Methods in Context**, looks at issues in education such as achievement and educational policy whilst investigating the impacts of social influences such as gender, class and ethnicity on your educational experience. You will also look at the issues and merits of research methods within an educational context, examining what factors may help or hinder research.

In the second year you will sit three exams.

**Paper 1** is *Education with Theory and Methods*. In this paper you will answer questions based on last year's education unit together with questions on methods and theory.

**Paper 2** You will explore *Beliefs in Society* and also answer

questions on last year's *Families and Households* unit. The *Beliefs in Society* unit looks at the changing role of religion; it explores contemporary issues such as the decline of religion, the structure and choice within religion and 'other belief systems' that exist in society. It answers questions such as has science replaced religion? Who is most religious and why? Does religion cause social change?

**Paper 3** is *Crime and Deviance with Theory and Methods*. The unit explores some of the patterns in crime through statistics, theoretical understanding of why people commit crimes and developing an awareness of the impacts that social factors may have on the levels of crime in society. You will develop a deeper understanding of the theoretical background of the major sociological positions and explore some of the major methodological debates that surface as a result of researching society.

## The Course

A Level Sociology is a varied and highly relevant subject. The course will introduce you to a range of concepts to encourage you to recognise, understand and evaluate the differing explanations for social phenomena. Throughout the two years the course will allow students to develop a strong theoretical foundation which is the corner stone to this essay based subject.

## In the Classroom

Debate, dialogue and the discussion, exploration and analysis of statistics and research inform the learning.

## In the Future

Students in sociology have gone on to a variety of further studies including; History, Law, Social Science, Midwifery, Criminology, Social Geography and Youth Studies. Sociology is also recognised by employers as a valuable qualification due to its broad skills and knowledge range.



UNSPASH

# Spanish

A LEVEL  
AQA  
Modern Foreign Languages

“Someone is always there to help, whatever you want. It is impressive and reassuring”



*Centre requirements and, in addition, at least grade B in GCSE Spanish.*

#### The Assessment Process

Three examinations, taken at the end of the two-year course.

**Paper One: Listening, Reading and Writing** (2hr30min; 40% of A Level)

**Paper Two: Writing** (on set texts / film + grammar) (2hr; 30% of A Level)

**Paper Three: Oral examination** (21-23 minutes; 30% of A Level)

#### The Course

The A Level Spanish courses give the opportunity to develop linguistic competence, including detailed grammatical knowledge and improved accuracy, in the context of an in-depth study of aspects of Spanish speaking society and culture, including works of literature and film. Topics include:

#### Aspects of Hispanic society:

- Modern and traditional values
- Cyberspace
- Equal rights

#### Multiculturalism in Hispanic society:

- Immigration
- Racism
- Integration

#### Artistic culture in the Hispanic world:

- Modern-day idols
- Spanish regional identity
- Cultural heritage or cultural landscape

#### Aspects of political life in the Hispanic world:

- Today's youth, tomorrow's citizens
- Monarchies, republics and dictatorships
- Popular movements

#### In The Classroom

A diet of dialogues, debate, listening and writing leading to immersion in the language.

#### In the future

Many of our students have progressed into university courses, either studying the language alone or in combination with a wide variety of other subjects such as Law, Business, Marketing and so on. Employment prospects for linguists are among the best of any graduates, with many career options including translating, interpreting, teaching, tourism, business and the Civil and Diplomatic Services.

# Travel and Tourism

BTEC  
Level 2  
Edexcel

“I feel proud to be part of it”

**Requirements:** Mainly grade 3s at GCSE

## The Assessment Process

The First Certificate is a vocational qualification (equivalent in teaching time to two GCSEs) assessed through internally-marked coursework (75%) and external examinations (25%).

## Assessment comprises:

- six coursework units (2, 3, 4, 5, 8 and 9);
- two examined units (1 & 7).

## The Course

BTEC Travel and Tourism is intended to:

- inspire and enthuse you to consider a career in the travel and tourism sector;
- give you the opportunity to gain broad knowledge and understanding of, and develop skills in, the travel and tourism sector;
- support progression to a more specialised level 3 vocational qualification such as BTEC Level 3 National in Travel and Tourism or academic courses such as A Levels;
- give you the potential opportunity, in due course, to enter employment within a wide range of posts across the travel and tourism sector, for example in travel agencies, visitor attractions and accommodation.



UNSPASH

## In addition, you will:

- gain a broad understanding and knowledge of the travel and tourism sector;
- investigate areas of specific interest to you;
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

## Course Structure

Students study the modules below, worth 30 credits each to make up a total of 240 credits. As noted, two are examination based and will be sat in January and April.

## In the Classroom

The course will include a variety of learning experiences, comprising both student and teacher-led activities. As the majority of the course is portfolio based, there will be a lot of independent learning. The course will give you the opportunity to plan your own study visit as well as field trips throughout the course to research information about different areas.

## In the Future

Achievement of a pass grade at Level 2 would allow you to undertake GCE A Level courses in any subsequent year (subject to any course-specific entry requirements).

Unit	Credits	Unit Title
1	30	The UK travel and tourism sector (Examination)
2	30	UK travel and tourism destinations
3	30	The development of travel and tourism in the UK
4	30	International travel and tourism destinations
5	30	Factors affecting worldwide travel and tourism
7	30	Travel and tourism business environments (Examination)
8	30	Promotion and sale in travel and tourism
10	30	Organising a travel and tourism study visit

# ENRICHMENT

## Mentoring

Students have the opportunity to gain experience of helping another student, either in main school or Sixth Form, with pastoral or academic issues. Students would spend some time developing their mentoring skills before being allocated to a young person who would benefit from some mentoring. Students would gain invaluable interpersonal and leadership skills, which are vital for a range of different careers.

## GCSE Mathematics

This is a retake course and will be completed in one year. It will normally be available only to students who have already gained a grade D on the intermediate paper.

## GCSE English Language

This is a retake course and will be completed in one year. It will available to all students who have not obtained a grade 4 in either English Language or Literature.

## Sports Leader's Award

This award is a recognised level 2 award and as such requires students to undertake a responsibility for the leading of others in a sporting context. It will develop a student's ability to communicate, plan, officiate and coach younger children through a very practical method. In order to gain the award students must attain a first aid certificate which is part of the programme and undertake 10 hours of community sports leadership.

## Sport

The benefits of regular exercise are well documented. Exercise reduces stress levels, keeps our bodies healthy and helps us to concentrate. If you would like to take part in some form of recreational sport then this option is for you. There are a range of sports offered from badminton to using the fitness suite. The choice of sports will change during the year.

## Vocational or Community Placements

Relevant work experience or community involvement can assist students in being successful when taking the next step after Sixth Form. Students can nominate non-contact periods in their timetable on a regular basis to either gain work experience or help out in some way in the school or wider community.



# Copleston Sixth Form

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EDUCATIONAL TRUST**

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Achieving success together

*Copleston Sixth Form Prospectus 2019*  
[copleston.suffolk.sch.uk](http://copleston.suffolk.sch.uk)

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