



# Copleston Sixth Form Prospectus 2024

A CENTRE OF ACADEMIC EXCELLENCE









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### Anthony

Studied A levels in Biology, Chemistry and Business  
Studied Chemistry with a Year Abroad in Australasia at the University of Sheffield, UK and the University of Wollongong, NSW, Australia, achieving a First Class Masters that specialised in Organic Chemistry.

"I thoroughly enjoyed studying for my A Levels at Copleston Sixth Form. I was always encouraged to work hard, achieve the best I could and aim high. I was given an enormous amount of support and the teachers involved with my A Levels were always willing to help over and above, a real open door policy.

I am extremely grateful for the education and nurturing that I received at Copleston Sixth Form, which held me in good stead for what I have already achieved so far as well as what I hope to achieve in my future career."

# Welcome

Message from the Director of Sixth Form





**T**he question of where to continue your post-16 education is probably the most important decision you have had to make so far in your careers. So why should you choose Copleston.

Firstly, our results over the last few years have been excellent. In 2023, 75% of our A levels were grades A\*-C and 42% A\*-B. Many of our students secured places at Russell Group universities to study a wide range of courses, including medicine, law, engineering and economics.

We are equally proud of the support, care and guidance we provide for our students with close monitoring and targeted help (when necessary), our bespoke form time and enrichment package and the great facilities you would expect in a consistently high-performing sixth form.

We are ambitious for our students and have high expectation of work ethic and commitment. Our sixth form is a place for students who want to work hard and realise their full potential and we look forward to supporting you on that journey.

I look forward to welcoming you to Copleston Sixth Form in September.

Mr P Walker







# Our Results

Copleston Sixth Form had another set of outstanding A Level results in Summer 2023, which establish Copleston as one of the best Sixth Form Centres in Suffolk.

## Headline Results

A\* – C was 75%     A\* – B was 42%

## Notable Subject Results

85% of **Business students** achieved grades C or above (national average 75%)     Half of all **Business students** achieved a B or above

Nearly two-thirds of **Economics students** achieved an A\*, A or B (63%)     93% of **English Language students** achieved a C or above (NA 79%)

All **Film Studies** students achieved a B or above     More than half of all **History students** achieved an A\*, A or B     Every **PE student** achieved a C or above

Nearly 80% of **Psychology** students achieved above a C grade (NA 70%)     88% of **Sociology students** achieved a C or above (NA 76%)     Two thirds of **BTEC IT and Health and Social Care students** achieved a Distinction



# Introduction

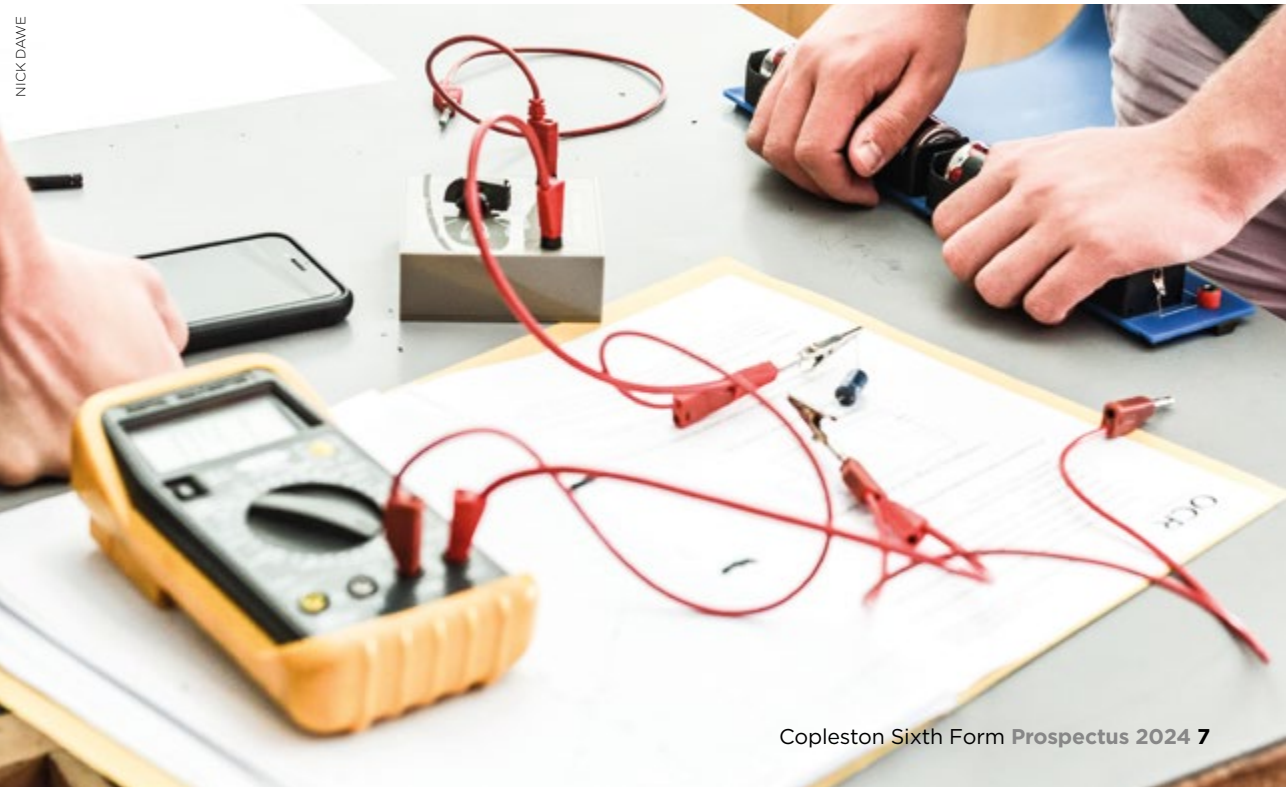
At Copleston we are dedicated to providing the very best academic experience for our A level students. We believe that we are the Sixth Form of choice for studying A level courses in Ipswich and upon completion of the Copleston Sixth Form journey, our students will be equipped to become future leaders within our society.

Our students are taught by specialists who are both passionate about their subject area as well as highly qualified. These teachers are keen to enrich and accelerate opportunities for all students, specifically those with the capability, potential and motivation to embrace challenge. At Copleston Sixth Form, we want our students to leave us as confident, articulate and mature young adults, imbued with the habits and skills needed to be successful in their chosen careers.

We place a high emphasis on respect and positive behaviour, which ensures the Sixth Form is a happy and safe place to learn. There is a vibrant student body with a wide range of enrichment and leadership activities for students to get involved in.



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







# 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 a reading champion and taking part in the Whole School Council. The School's Head Prefects are Sixth Form students and the most senior students in school. Sixth Form students also get the chance to be part of Team Six, a group of students who help to make positive change in both the Sixth Form and the main school. Team Six are actively involved in discussing ideas for improvement, fund raising and organising social events, like the annual Sixth Form Christmas Quiz and Year 13 leavers prom. There are also a wide range of sporting, music, fundraising and social events that students can get involved in.

Copleston has 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.

## Liam

Studied A levels in Sociology, English Literature, Maths and Geography. Studied Geography at Durham University and now studying a Masters in Geography at Durham University.

"The teachers at Copleston were invaluable in getting me to the place I am now; I would not be where I am now without their amazing support and belief in me. It was this support and belief that inspired me to aim high and apply to Durham. I will always be grateful for how every teacher at Copleston went above and beyond. The support and advice I received throughout the process of my university application was incredible as well."





# Preparing for higher education and life beyond sixth form

Many of our students choose to go on to Higher Education. Our dedicated careers team provide advice and guidance about university and career paths throughout your time at Sixth Form. We have an outstanding record for securing students place at top Universities.

We work closely with a range of universities who support our students throughout the application process. These universities, that include Cambridge University, Nottingham University and Essex University, provide support for both students and parents through talks, visits, presentations and workshops throughout the year. 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.

Copleston Sixth Form also has a proud tradition of working with a wide range of aspirational employers in the region on bespoke projects and future regional skills and talent pipelines. Students can engage with employers with project management, science, geography, maths and engineering backgrounds to gain valuable insight into a wide range of breakout careers. Copleston Sixth Form has a unique partnership with The Hold in Ipswich which is the regional centre for historical research. Students have the opportunity to curate and digitise local records, including the Copleston Collection, which enables students to gain the latest experience of work in this field.

Copleston Sixth Form also works closely with a range of leading companies. These include BT and OPENREACH with a range of Graduate and Advanced and Degree Apprenticeship Schemes, Screen Suffolk (who work closely with global film companies), Scrutton Bland, a leading regional accountancy firm and a range of law firms. Guest speakers, online and direct webinars and podcasts provide our students with the latest information on business, enterprise and future careers.

Sixth Form students also have exclusive access to Unifrog, a dedicated online platform that provides a wide range of careers advice and guidance. Unifrog will allow our Sixth Form students to:

- Explore career pathways through personality quizzes, career and subject profiles, online courses and webinars
- Explore opportunities available to them by using intuitive search tools that show live vacancies, courses and placements for apprenticeships, universities and virtual work experience
- Produce high quality applications for university, apprenticeships and future employment.



# Enrichment

## The APEX

The APEX is Copleston Sixth Form's unique enrichment programme of guided and self-study activities designed to help students understand more about themselves, their community and the wider world. THE APEX is about enabling students to develop as individuals and as global citizens as well as helping to equip them with the tools, knowledge and experience needed for future careers and university or job applications, encouraging them to aim high in all aspects of their academic, personal and social development.

The APEX begins in tutor time, with a set of activities written to help students explore a particular theme. Students are expected to get involved in discussions and complete tasks in their booklet and they will watch videos and learn about inspiring people from the UK. Each year group across the

school will cover the same themes each week, so students are encouraged to engage in conversations with staff and other students beyond their own tutor group and to look for links to the lesson content.

The APEX continues into enrichment lessons, with a set of personal development activities and a huge range of additional activities to extend and enhance subject knowledge and understanding of the world. Students can choose from webinars or short courses, or they can select tasks that look deeper into the topics covered during tutor time.

The APEX also extends beyond tutor time and enrichment lessons. There are lots of opportunities for extension activities which students can complete as part of their independent study. Students will build up a folder of work and will have regular





meetings and discussions with their form tutor. Students will have the opportunity to focus on topics which are relevant and that will provide valuable experience for interviews and applications.

### Other Enrichment Opportunities

As part of enriching the Sixth Form experience our students will have many opportunities to attend a variety of academic conferences, theatre and museum visits and subject specific field trips both nationally and internationally. This year our flagship international trip will take our students to visit New York for 5 days!

Sixth Form Students will also come together at regular times throughout both Year 12 and 13 to hear high-quality speakers who will cover a range of different topics including:

- University advice and guidance
- Opportunities within the local job markets
- Subject specific lectures
- Fund raising opportunities
- Safer driving
- Drug and Alcohol awareness

Students will also have the opportunity to take the Extended Project Qualification (EPQ) as part of our enrichment offer.

### What is the EPQ?

The Extended Project Qualification is an additional qualification that students undertake alongside their A Level study. The project is designed to inspire, challenge and extend a range of skills through the development and realisation of a free choice topic, taking students beyond the scope of their A Level subjects.

### Why study an EPQ?

An EPQ is an excellent taster of university-style learning as it is effectively an independent research project. Completing an EPQ in Year 12 will show to universities that students have the academic interest, rigour and skills to go above and beyond their core A Level studies.

### What could I study?

For example, an aspiring medic could write a research article analysing the difficulties associated with management of the NHS. A Historian who found 'The Cold War' in History really interesting could do an EPQ project on the role of nuclear weapons in contemporary international affairs.

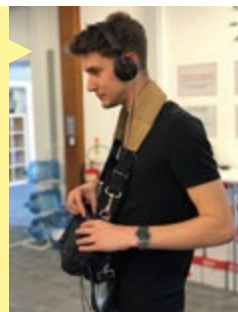


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### Jack

Studied A levels in Film Studies, Business and Economics.  
Studied Digital Film Production at the University of Suffolk.

"I never saw film as a viable career option, but the teachers at Copleston supported me and gave the confidence to pursue a career in the film industry"



# Copleston sports academy



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

**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.
- 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.
- Access to a professional strength and conditioning coach and a qualified sports physiotherapist when required.



**Jake**

Studied A levels in History, Economics and Maths. Studying Economics and Management at The University of Kent.

“Copleston helped me immensely, not just from an academic perspective, but also in terms of learning valuable life skills, like how to improve your employability and future prospects, how to motivate yourself in whatever you’re doing, and how to confidently present yourself.”





NICK DAVE

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 apply for the dance or basketball academies should apply to the sixth form and make a separate application to the academy.

“The Basketball Academy is like a big family”



# Dress code

Although there is no set uniform in the Sixth Form, we expect Sixth Form students to dress appropriately for school in a respectable and smart manner.

Examples of clothing that is not appropriate at Sixth Form (*this list is not exhaustive*):

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Ripped jeans or trousers  | <input checked="" type="checkbox"/> Short shorts                   |
| <input checked="" type="checkbox"/> T-shirts or polo shirts with inappropriate or offensive wording or pictures | <input checked="" type="checkbox"/> Short skirts                   |
| <input checked="" type="checkbox"/> Crop tops that expose the midriff   | <input checked="" type="checkbox"/> Flip flops                     |
|   | <input checked="" type="checkbox"/> Baseball Caps                  |
|   | <input checked="" type="checkbox"/> Tracksuits/<br>Jogging Bottoms |

This list is not exhaustive, and we would expect students to dress as they would if they were in the workplace.

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





# Duke of Edinburgh Gold Award



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As part of our enrichment programme at Copleston Sixth Form, we give our students the opportunity to take the Duke of Edinburgh Gold Award

## What is the Duke of Edinburgh Gold Award (DoFE)?

- The DofE is a life-changing adventure you don't want to miss.
- It's about going the extra mile - learning new skills for work and life, getting fitter, helping others and exploring the countryside.
- Millions of young people in the UK have already done their DofE.

## What do I need to do to earn my Gold Award?

Weekly tasks:

You need to complete each of the DofE activities below for a minimum of one hour a week over a set period of time, so they can fit in around your studies and life outside school.

## Expedition

**Exploring the countryside and camping under the stars with your friends. Your expedition will give you lifelong memories.**

- As part of a small team, you'll plan your aim, choose your location and do some training to make sure you're prepared and know what you're doing — then spend four days and three nights away.
- You can choose how you want to travel – it doesn't have to be on foot. You could do it by bike, canoe, kayak, wheelchair, sailing boat or even on a horse.

- Your expedition will improve your communication and leadership skills. You'll come home with a rucksack full of washing — and an experience you won't forget.

## Residential

**To achieve your Gold Award, you need to complete an extra section – the Residential. It's a big, exciting and fulfilling experience, spending five days and four nights away from home on a shared activity with people you've never met before.**

- From learning to snowboard in Scotland to helping at a children's camp, there are lots of exciting possibilities to get involved with — both in the UK and abroad.
- You'll learn how to work with people from different backgrounds and build confidence staying in new environments.
- It may be that you want to build on a talent you've developed in another section, learn something completely new on an intensive course or do something to help others.

## Why do the Duke of Edinburgh Gold Award?

**It's hard to list all the benefits of achieving your Gold Award, so here's a quick snapshot:**

- You'll gain skills that employers' value, which you can easily reference on your CV
- Stand out from the crowd by highlighting activities that are related to your future career or studies in college, university and job applications
- Get healthier and happier
- Meet incredible people and make lasting friendships
- Have amazing new experiences
- Find talents you didn't know you had
- Become more confident and independent
- Make memories that will last a lifetime
- Have fun.
- Are you ready to volunteer, get fit, learn and go on expedition? The DofE is one amazing adventure you'll never forget.



# Entry Requirements

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

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.

## Centre Requirements

At least 2 GCSEs, or equivalent qualifications, at grade 5 or above, and 3 GCSE's, or equivalent qualifications, at grade 4, including at least one of English Language and Mathematics.

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

- 4 A levels – At least 5 GCSEs, or equivalent qualifications, at grade 6 or above, including at least one of English Language and Mathematics
- 3 A levels – At least 5 GCSEs, or equivalent qualifications, at grade 4 or above, including at least one of English Language and Mathematics
- In addition, all students are now required to continue to study English Language and/or Mathematics until they have achieved a GCSE grade 4 in both subjects.

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 and the Director of Sixth Form's decision is final.

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.

## How to apply to Copleston Sixth Form

- Talk with your parents, your teachers and read the course guide to help you to decide which subjects to take and how many to put in your programme
- Research your possible career choices to find out which course(s) are required
- Complete the online application form by the closing date of **Wednesday 13th December 2023**.

We have many students join our vibrant and academic Sixth Form from other centres and we welcome applications from students from all schools. Please contact the Director of Sixth Form, Mr P Walker, [pwalker@copleston.suffolk.sch.uk](mailto:pwalker@copleston.suffolk.sch.uk) if you would like to arrange a visit or would like more information.

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 28th  
September 2023

**Sixth Form Application Deadline:**  
Wednesday 13th  
December 2023

**Sixth Form Interviews Start:**  
W/B Monday 19th  
February 2024

**Release of GCSE results:** TBC

We will hold our **Sixth Form Enrolment Day** on the GCSE results day and more details of this day will be shared with students and parents in the summer term.



NICK DAWE



# THE COURSES → → →



# Applied Science

**BTEC LEVEL 3 CERTIFICATE  
IN APPLIED SCIENCE  
(1 YEAR)**

**BTEC LEVEL 3 EXTENDED  
CERTIFICATE IN APPLIED  
SCIENCE (2 YEARS)**

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

## **The Assessment Process**

### **Level 3 Certificate**

**Unit 1** - Principles and Applications of science - 3x 40 minute external examinations testing knowledge of elements of A level biology, chemistry, and physics (25%)

**Unit 2** - Scientific procedures and techniques - a coursework portfolio of 4 assignments, internally assessed and then externally moderated (25%)

### **Level 3 Extended Certificate**

**Unit 3** - Science Investigation Skills - one 3 hour practical exam (not assessed) used to generate a data set from a suite of known themes, followed by a 90-minute written exam testing scientific skills (33%)

**Unit 9** - Human regulation and reproduction - a coursework portfolio of 3 assignments, internally assessed and externally moderated (17%)

## **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. This therefore requires significant high levels of attendance, personal organisation, and time management to be able to fulfil the coursework element of the qualification which constitutes 58% overall.



## **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”



# 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** 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.

**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**

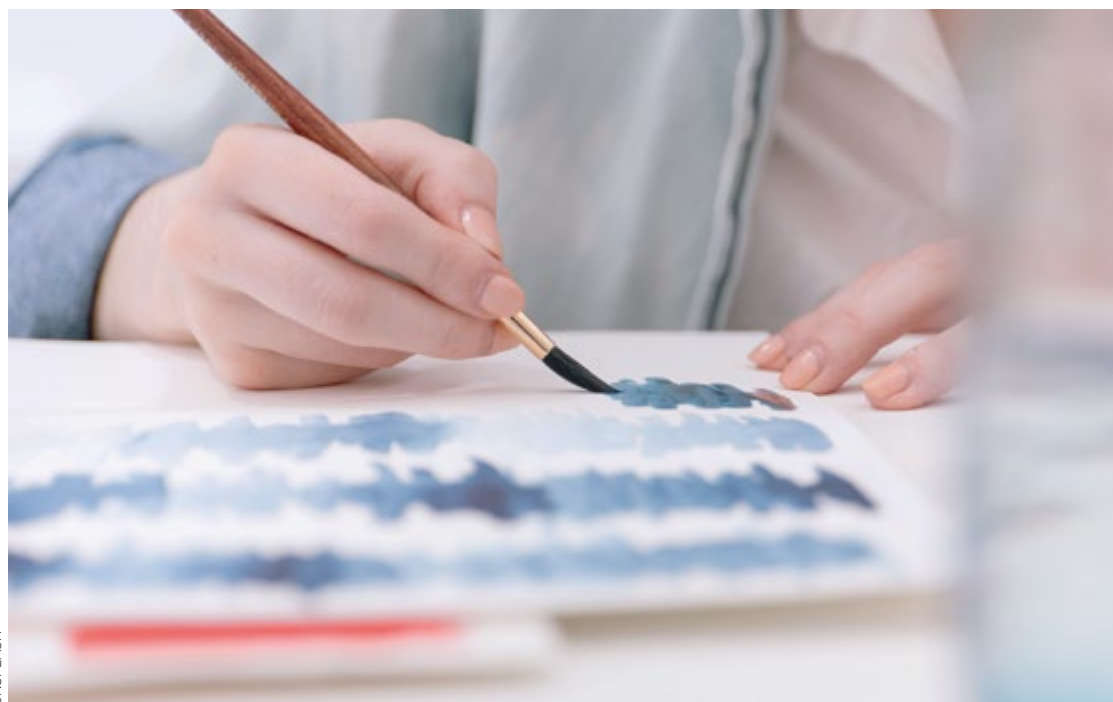
Teaching is centred on the selected themes. Relevant skills

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.



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



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

### **The Assessment Process**

There are three exams at the end of the two-year course (2x 2 ¼ hours 1x 1 ½ 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.



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

### The Assessment Process

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 stakeholder 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 identifying 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 is explored.

### 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.





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

### **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

“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 and object oriented programs are structured, the types of data and data structures, the common facilities of procedural and OOP 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, the characteristics of computer networks and of the Internet, 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. They will study key algorithms and use the Big O notation to evaluate the effectiveness of these algorithms.

Through their coursework, students will complete a computing project following the life cycle of systems development: problem 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, information technologies (IT), Telecoms, Science & engineering, media, etc. (i.e. Software Development, Website Design/Development, Network Management, IT Security Consultant, Hardware/Electronics Engineer, Telecoms Engineer, Business Analyst, Data Analyst, Physicist, Animation/ Visual Effects/3D Modelling Specialist, etc.). Computer science skills can also be applied in any sector that are benefiting from the use of computer systems and emerging technologies.





# Dance

A LEVEL  
AQA

*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)

Sections B – 2 essay questions on a 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.



# Drama and Theatre

A LEVEL  
AQA

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



**Centre requirements and, in addition at least a grade 5 in GCSE English Language and English Literature and a grade 5 in either GCSE Drama, Dance, Music or Performing Arts.**

## **The Assessment Process**

### **A Level**

Will be assessed through a combination of 3 Components:

### **Component 1: Drama and Theatre**

A 3-hour written exam paper, which is 40% of the final grade. This unit involves exploring 2 contrasting play texts as a Director, Designer and a Performer. It also involves watching and responding to live theatre.

### **Component 2: Creating Original Drama (Practical)**

This unit involves devising original performance work based on a set stimulus, and accounts for 30% of the final A level grade.

### **Component 3: Making Theatre (Practical)**

This unit involves performing 3

extracts from plays, allowing practical exploration and interpretation, and is marked by a visiting External Examiner. This unit counts for 30% of the final A Level grade.

### **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 context of plays, as well as their significance, and completing both practical and written exams.

### **In the Classroom**

Teaching is workshop-based and student-centred, and each student receives 1 to 1 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. The confidence gained in Drama A Level can be applied in multiple careers.

### **Extra-Curricular:**

Each year 6th form Drama students perform as part of the Shakespeare Schools Festival. We also perform a whole school musical production each year. Sixth Form Drama students are also given the leadership opportunity to run Drama clubs for lower school.

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

## The Assessment Process

The course divides naturally into two discrete 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 topical in nature and highly relevant to our everyday experience. 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 and government intervention

**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).

**Macroeconomics:** UK economic performance; financial markets; 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 concepts; application of models to analyse situations in individual markets such as housing or in national/international economic controversies such as trade, inequality and environmental protection; evaluation of the effectiveness of policies in regard to these situations.

## In the Future

Economics is a highly regarded A Level course, favoured by Russell Group Universities and Oxbridge. It can lead to the study of scientific or arts based subjects.

Job opportunities for students of Economics include: Accountancy, Business Analyst, Actuary, Banking, Economist (PLCs, World Bank, government departments, etc.), Insurance, Journalism, Public Sector Management and Human Resource Management.



# English Language

A LEVEL  
OCR  
H470



**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 comprises two papers of 2 hours and 30 minutes and both are worth 40% per paper. There is a coursework element which consists of two written pieces- an independent project 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 main two main areas are exploring language and analysing how language works across different modes and text types. Students will learn about textual variations (the differences between spoken and written

language), accents, power and gender and how context affects language production. The various linguistic and grammatical levels will be learnt and applied to texts of differing genres. Language analysis and discursive essay skills will be developed as well as the ability to evaluate and compare texts. One examined piece is producing a persuasive written response to a statement concerning an issue in current English use. Students will also learn about how technology and changes over time can affect language production.

In the second year all areas of year one are revisited and new areas throughout the year are introduced and include analysis of how children acquire language, language in the media and further development of how language changes over time. The independent coursework (an investigation into an area of each learner's particular individual interest) and academic poster is completed.

## **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 appropriate essay writing techniques. Independent research skills are also developed and wider reading around linguistic topics is expected. Research is often carried out online and independent text gathering and analysis is expected as well as wider reading of non-fiction texts.

## **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.

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# English Literature

A LEVEL  
OCR

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

## The Assessment Process

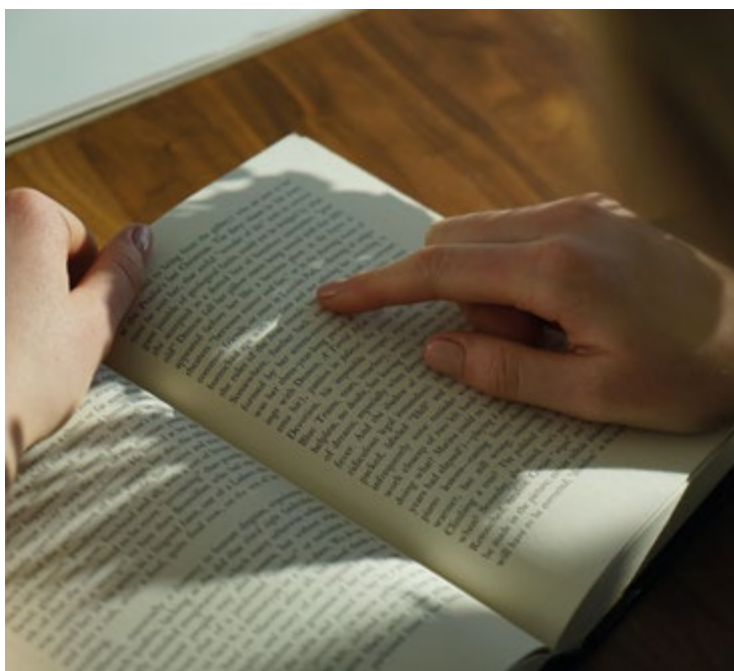
English Literature A level is made up of 20% NEA and the remaining 80% from two exams taken at the end of the course. These will involve the close reading of given passages and longer essays based on the full texts that you will have studied. Timed practice essays are completed throughout the course, as well as mock exams. The NEA component will consist of two tasks: one is a close reading or a re-creative response to a poetry collection, (published post 2000) of your choosing. The second task is an essay comparing Tennessee Williams' 'A Streetcar Named Desire' with a novel of your choosing.

## The Course

English Literature is the perfect choice for anyone who loves reading. Throughout the course, candidates will study literature from a range of genres, literary periods and cultures. An array of texts will be studied, from Shakespeare's 'Twelfth Night', first performed in 1602, to Orwell's 'Nineteen Eighty-Four' and Atwood's 'The Handmaid's Tale', which both imagine a dystopian future. We will look at a range of different interpretations of our texts and use media to inform our interpretations. Where possible, students are offered theatre trips to see studied texts performed. The course aims to develop students' analytical, critical and academic writing skills, and is, therefore, extremely well-regarded by employers and universities.

## In the Classroom

Teaching is often discussion-based. Students are encouraged to explore different interpretations and to develop their own line of argument. There will be group work, research and seminar-type reviews based on the wider reading that will be completed outside of the classroom.



We also dedicate a good deal of lesson time to learning the craft of sophisticated, academic writing, which our students find helps to improve their written work in other subjects, too.

## In the Future

Career options include the media, marketing, writing, teaching, PR, publishing, advertising and research. An A level in English Literature is a well-regarded qualification that demonstrates an ability to read critically and write eloquently, skills which are desirable within a range of academic and professional contexts.

"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"

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**Centre Requirements and 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:**

- ***This is England*** (Meadows, 2006)
- ***Pan's Labyrinth*** (Del Toro, 2006)
- ***Taxi Tehran*** (Panahi, 2015)
- ***Amy*** (Kapadia, 2015)
- ***Fallen Angels*** (Wong Kar-wai, 1994)
- ***Vertigo*** (Hitchcock, 1958)
- ***Blade Runner*** (Scott, 1982)
- ***No Country for Old Men*** (Cohen Bros, 2007)
- ***Winter's Bone*** (Granik, 2010)
- ***Fish Tank*** (Arnold, 2009)



### 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.



# French

A LEVEL  
AQA

**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 (2h30; 50% of A level)

### Paper Two: Writing (on set text and film) (2hours; 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.

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, Civil and Diplomatic Services.



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

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

### The Assessment Process

#### Paper 1

Physical systems & Dynamic Landscapes = 2 hour 15 mins exam (30%)

#### Paper 2

Human systems & Dynamic Places = 2 hour 15 mins exam (30%)

#### Paper 3

Synoptic Paper = 2hr 15mins (20%)

#### Coursework

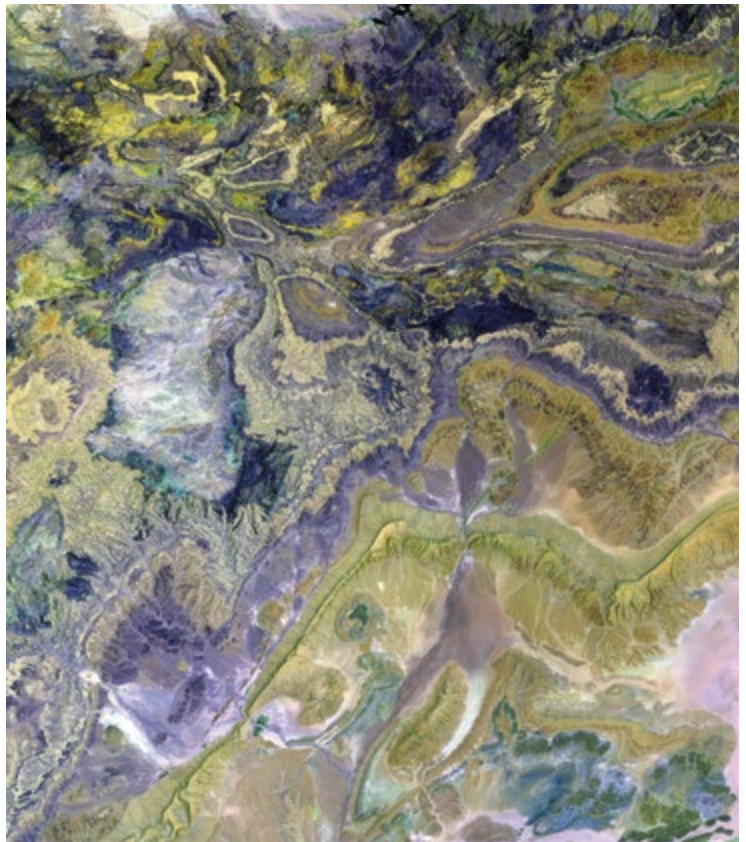
20% of final examination (can be completed at any time in the course but submitted at end of Year two)

### The Course

A level Geography is designed to deepen your understanding of the world you today and investigates the issues which will shape our future. The course gives students the chance to apply their skills and knowledge in 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 & 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 & Sustainability' looks at pressing issues relating to the worlds resources in the form of Water insecurity, Climate Change and the challenges of Energy security. 'Human systems & 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 other, 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 interest 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.

# Graphic Communication

A LEVEL  
AQA

*Centre requirements and, in addition, a grade 5 or higher in GCSE Graphic Communication or a grade 5 in GCSE Art. Those who have not studied a GCSE Art or Design subject must be able to demonstrate their interest and ability through a visual portfolio that may include a variety of media, as well as examples of observational drawing.*

## The Assessment Process

The Graphic Communication A-Level is comprised of 2 main components.

### Component 1

Personal Investigation - 60% of final grade.

### Component 2

Externally Set Assignment - 40% of final grade.

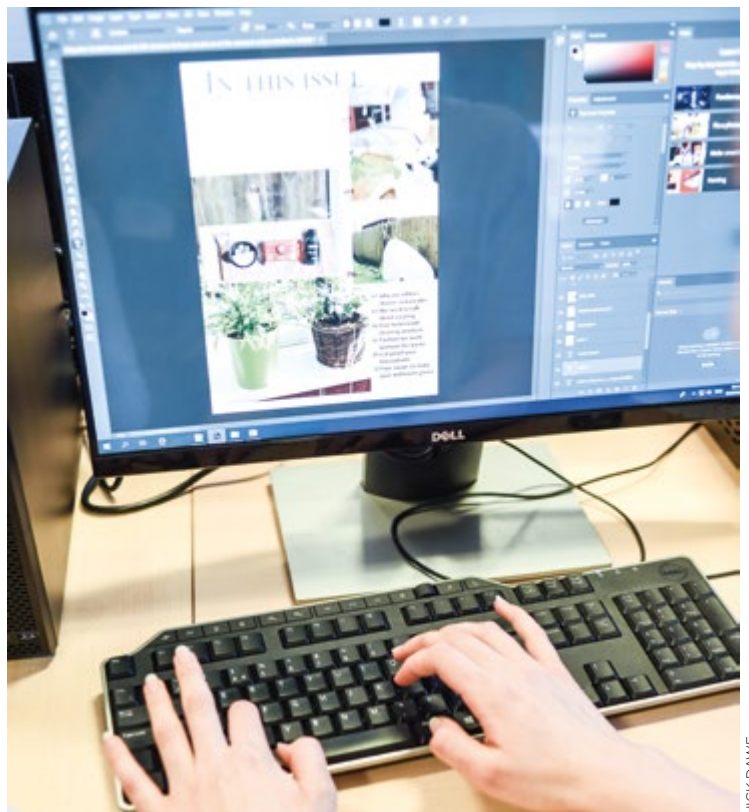
The personal investigation is fully coursework based and the externally set assignment, released in the February of year 2, is partial coursework that we call the 'preparation' and then a final exam.

This consists of a 15-hour controlled assignment where students spend 5 hours, each day, for 3 days, completing their final piece under exam conditions.

## The Course

Graphic Communication is all around us in the modern world and this absorbing creative subject gives you the opportunity to study how these messages are created and utilised. This course has a strong emphasis on establishing a thorough understanding of design principles and encourages you to develop your powers of observation ideas, imagination, problem-solving, knowledge of contextual studies and practical skills.

In the first year you will develop your design skills in sketching, recording ideas and your understanding of how to design and make, using a variety of approaches and



NICK DAWE

techniques. Through the series of activities and short projects you will be introduced to you will develop your appreciation of graphic communication, and the use of a range of techniques and processes for commercial production.

In your second year you will have more freedom to explore your own area of graphic design and you will take on the role of a professional designer through a mixture of set and self-generated projects giving you a wide portfolio to demonstrate your skills to universities and potential employers.

## What are the costs?

There is no course fee to study this subject at A-Level, however, you

will be asked to contribute to the cost of resources and large colour printing. Students should budget for trips to galleries and exhibitions to gain maximum benefit from this course.

## In the Future

A Level Graphic Communication combines well with a number of other subjects and can lead onto a range of art and design-based degrees and careers in the creative media industries. This includes: graphic design, advertising, product design and architecture, as well as business and marketing. You can also progress to Pre-Degree Art and Design Foundation Diploma before going on to higher education.



# Health and Social Care

**EXTENDED  
CERTIFICATE**  
Cambridge Technical  
level 3: OCR



**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

### 60% examination

This part of the course consists of three exam papers from three different units 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 long and will be sat during the 2nd year of study.

## 40% internally assessed portfolios

This part of the course consists of three separate portfolios from three different units. The first portfolio unit will be completed during the first year of study and the other two portfolio units will 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, social care and child 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 is not 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 programs such as Health and Social Care, Nursing, Midwifery, Paramedic science, Occupational Therapy, Social Work, or Teaching.

## In the classroom

The delivery of health and social care involves the use of a wide variety of teaching and learning techniques which provide the opportunity to develop skills in the following areas: formal communication, self-reflection and event organisation. Opportunities are also provided to enhance personal qualities through peer assessment and practical experience in care settings. These skills and qualities are further developed through personal research, group work, visits, the use of different forms of media as well as varied forms of assessment and active learning to keep the learner engaged.

## In the future

The Health & Social Care industry is one in which millions of people have some involvement in every day and is a vital part of society. Many careers and Higher Education Degree courses can be accessed through this course including: Child/Adult Nursing, Midwifery, Paramedic science, Care Work, Dental Nursing, Health Management, Occupational Therapy, Physiotherapy, Radiography, Social Work, Speech Therapy, Occupational Therapy and Teaching.

### 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	Internally assessed piece of coursework
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
17	Supporting people with mental health conditions	Optional	Internally assessed piece of course work
10	Nutrition for health	Optional	Internally assessed piece of coursework

*Centre requirements and, in addition, at least a grade 5 in GCSE History. A grade 5 in GCSE English is also desirable*

### 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

4,000-4,500 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 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 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 point 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** (5 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**

An BTEC Level 3 in IT can lead to a career in Computing, ICT or Telecoms (i.e. 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.

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# 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 (Statistics and Mechanics). 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, Correlation and Regression, Binomial distributions, Normal distributions, and hypothesis testing.

### 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, or 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.



# 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.

# 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.**

**Please note Core Mathematics is an AS subject taught over two years and does not count as one of your main three A level choices, it is an additional subject.**

### **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 Mathematical Studies 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 A level Mathematics. The course is made

up of two modules. The first module consists of analysis of data, maths for personal finance, estimation and critical analysis of given data and models. The second module includes 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.

### **Entry requirements**

Students are expected to have obtained at least a grade 5 in GCSE Mathematics from a higher or a foundation paper.



# 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.



NICK DAWIE

### In the Future

A degree in Music is highly valued by employers in other fields, for example, in Law. Opportunities also exist for a Music or Performing Arts career, working in the following sectors:

- Community Arts
- Cultural Venue Operations
- Live Events and Promotion
- Music Business (Record Labels)
- Technical Theatre.

# Physical Education

A LEVEL  
AQA

*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 **must** 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 increase 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

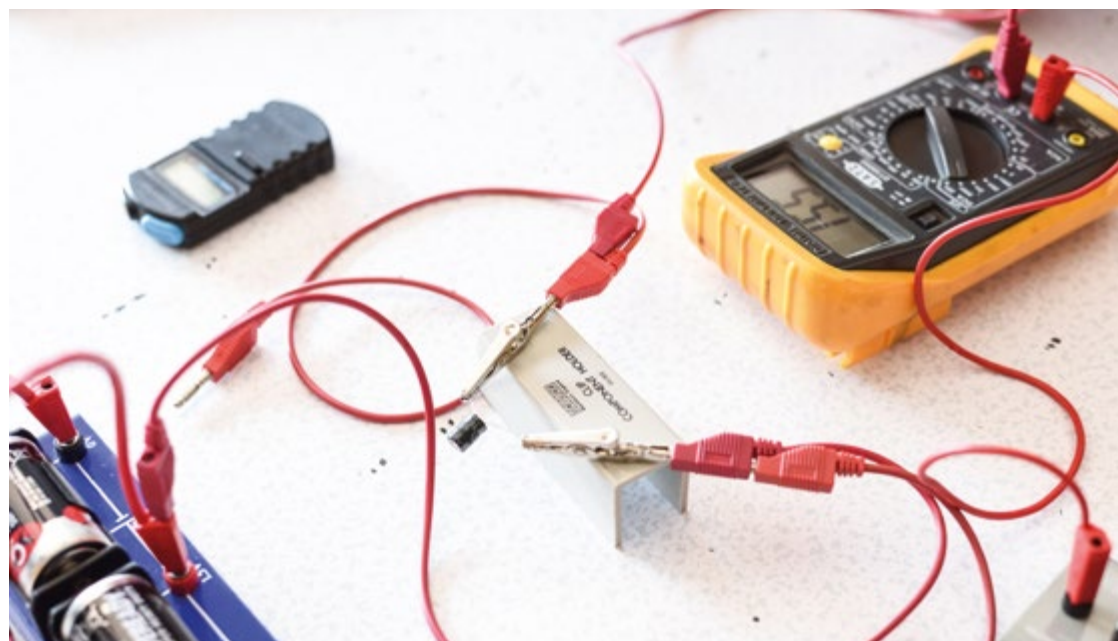
Sports Science provides an excellent base for the majority of degree courses not only in sport and allied subjects, but in teaching, medicine, physiotherapy, the Armed Forces, administration, sports journalism and the fitness industry. Nowadays there are many possibilities involving sports nutrition,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



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



NICK DAWE

**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 preparation for these. In addition, there is a separate practical endorsement qualification, which is based on experiments done throughout the 2 years and the skills demonstrated in doing these. The experiments covered in the practical endorsement could also be asked about in exams, and are linked to the topics taught, supporting the content covered.

### **The Course**

OCR A physics is an exciting course, which covers a wide range of physics topics, linking to a number of possible applications in the future. In the first year we cover electronic sensors, mechanics,

waves and quantum behaviour. In the second year we build on the knowledge already gained and study radioactivity, cosmology and space, gas theory, medical physics, electromagnetic induction, electric fields and particle physics. The course covers all the key concepts in physics and introduces relatively new concepts, into which research is still ongoing.

### **In the Classroom**

A range of strategies are used in teaching the content of the course and further developing understanding of physics. Experiments are included throughout the course and results from these analysed to see what conclusions we can draw and how that links to the theory. We look at everyday applications of physics, linking topics to their uses. We have developed a list of relevant physics resources which can be used by students to further their understanding and is designed to complement the topics we cover in

lessons. Exam questions are built into our teaching and independent study resources, to ensure students are familiar with how a topic could be covered in an exam.

### **In the Future**

Physics is a highly valued qualification, which is useful in a range of future careers. Students that study physics at A level often go on to study sciences, engineering, medicine, computer science and maths at university. Physics is a highly regarded A level, not just for university, but when applying for higher level apprenticeships, particularly in the communication and energy industries.

## “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. The world of politics does not stand still and studying British and American politics now is probably more exciting than it's ever been. Widespread constitutional reforms have changed the political map in the UK. The establishment of the Parliament in Scotland and Wales and assemblies in Northern Ireland and London mean that power is shifting. Not only that, Britain's membership of the EU has been subject to a referendum but Britain's relationship with the EU still remains uncertain. In America, a populist billionaire won the support of the right and the confounding of prejudices has left millions of voters disenchanted with the political system. Despite losing the 2020 election, Donald Trump may be back on the ballot in 2024. The US Supreme Court vehemently claims to defend the constitutional rights of all Americans whilst their decisions continue to divide a nation. The year

2020 heralded a paradigm shift in the political and economic landscape the likes of which the world has never witnessed, and the effects of that shift are still being felt today. At the age of 18 you will gain the right to vote, giving you the ability to shape your destiny and encourage the principles you hold dear to thrive. With this in mind, it could easily be argued that Politics remains the most applicable subject on offer and is a subject that people should be encouraged to take due to nothing less than the way it prepares you for entering the adult world.

A level 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 people 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, the Supreme Court and Britain's relationship with 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 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 student-centred and aims to develop each student's intellectual, argument and debating skills whilst for developing an understanding of moral, ethical, social and cultural issues. We try to enhance lessons with opportunities to see politics in action, in previous years students have visited Parliament, interviewed the local MP and the Prime Minister, interviewed two ex-members of Congress canvassed and participated in the count for elections and referenda and participated in a simulation budget planning exercise at the local council. Each year students are given the opportunity to interview a member of the House of Lords.

### **In the Future**

Several of our students have progressed into Politics or International Relations university courses and others have used 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. Previous students have also stood for office locally and nationally.



# 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 5 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.





# Religious Studies

A LEVEL  
AQA

**Centre requirements and at least grade 5 in Religious Education and a grade 5 in GCSE English Language or Literature.**

## The Assessment Process

The course is 100% examination in the form of two written exam papers at the end of Year 13. Throughout Year 12, exam practice and key tests will accompany a mock examination.

## The Course

The Religious studies route is divided into two distinct components:

- **Component A** is a study of 'The Philosophy of Religion'. This gives students the skills and ability to critically analyse the existence of God, using ideas set out in ancient philosophy and contemporary ethics. Students will also evaluate religious experiences such as healings, miracles and angels and finally compare and contrast current scientific evidence in relation to the key beliefs of Christianity.
- **Component B** is a study of Ethics and Dialogue. Ethics covers topical issues of debate, including Abortion, Euthanasia and Animal Rights. Students will be encouraged to debate their personal position and develop the ability and skill to juxtapose opposing arguments. The final element of the course is the study of Religious Language, symbolism, expression through religion, particularly Christianity and its impact the world of art and literature.

## In the Classroom

The course will get you thinking about the universe and life as you know it! Whilst pondering these ideas you will be expected to 'read'. Reading will become a key component to the course; all reading set will be the focus for analysis, debate and discussion within the classroom and must be completed for homework.



All students will be expected to comment on their reading homework in small supervision groups and contribute to discussion and debate. Lessons will cover philosophical and ethical content followed by exam practice, key questioning and debating groups.

## In the Future

Existential thinking is not a career, it strengthens your higher thinking skills and becomes a well sort after

commodity. Cambridge, Oxford and York Universities all suggest A Level Religious Studies or Philosophy to be a good accompaniment with other A Level subjects, if wishing to prepare to study the Arts, Humanities or Social Sciences at degree level.

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# Sociology

A LEVEL  
AQA

**Centre requirements and, in addition, at least grade 5 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 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. 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 whilst also increasing your theoretical understanding of why people commit crimes 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. Lessons are varied and use many different platforms to reinforce the learning that takes place in the classroom.

## 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.



# Spanish

A LEVEL  
AQA Modern Foreign  
Languages

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



**Centre requirements and at least grade 6 in GCSE Spanish.**

## The Assessment Process

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

**Paper One: Listening, Reading and Writing** (2h30; 50% of A level)

**Paper Two: Writing** (on set texts / film + grammar) (2h; 20% of A level)

**Paper Three: Speaking 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

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.

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, Civil and Diplomatic Services.

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# Copleston Sixth Form

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Achieving success together

*Copleston Sixth Form Prospectus 2024*  
**[copleston.suffolk.sch.uk](http://copleston.suffolk.sch.uk)**

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