

Copleston Sixth Form



A centre of academic excellence



PROSPECTUS 2026

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Welcome

A message from the Director of Sixth Form



“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.”

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

Firstly our academic outcomes are excellent. In 2025, 72% of our A levels were grades A*-C, and 44% were A*-B. Many of our students secured places at Russell Group universities, including Oxbridge, 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.

Dr P Walker, Director of Sixth Form





Our Results

Copleston Sixth Form had another set of outstanding A Level results in Summer 2025, which establish Copleston as one of the best Sixth Form Centres in Suffolk.





A* - A

17%

A* - B

44%

A* - C

72%





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

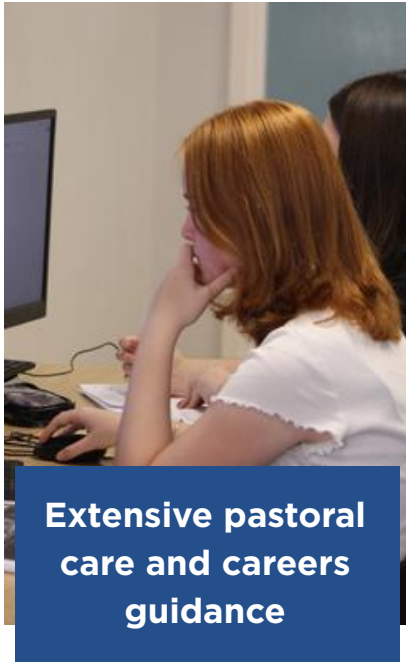
Introduction

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 and 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.

Five reasons to choose Copleston Sixth Form for A Level Study



Extensive pastoral care and careers guidance



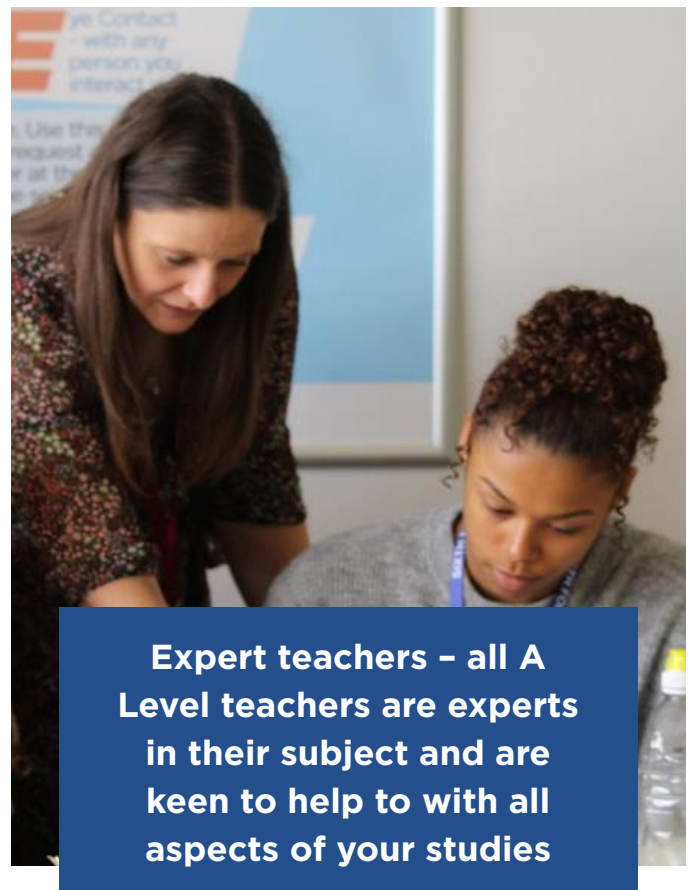
Enrichment programme – APEX, bespoke enrichment courses and a wide range of trips



An adult learning environment



Outstanding outcomes – Copleston students have consistently attained the best A level grades in Ipswich



Expert teachers – all A Level teachers are experts in their subject and are keen to help to with all aspects of your studies

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.



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

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. Universities including; 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 has such a friendly and secure atmosphere”

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 Apprentice 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.

The Unifrog logo is displayed in white text on a red rectangular background. The background of the entire page is a close-up photograph of a laptop screen showing the Unifrog website. The website's URL, 'unifrog.org/student/personal-statement-section-2', is visible in the browser's address bar. The page content includes the 'unifrog' logo in green, a navigation menu with 'HOME' and 'FAVOURITES', and a numbered list of sections: '1 Why this subject', '2 Your suitability', and '3 Other interests'. A red box highlights section 2. Below the list, a question is partially visible: 'Question 2: What have you done in the past that makes you suitable to study the subject?'. At the bottom of the screen, a list of icons and text is partially visible: '3. Things', '4. Course related activities', and '5. Experiences in your year out if you are taking a year out'.

Sixth Form students have exclusive access to Unifrog, an online platform offering comprehensive careers advice and guidance. It enables students to:

- Explore career paths through personality quizzes, subject and career profiles, online courses, and webinars
- Discover live opportunities using search tools for apprenticeships, university courses, placements, and virtual work experience
- Create high-quality applications for university, apprenticeships, and future employment

Enrichment

The APEX and our bespoke Enrichment programme

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.

In addition to our APEX programme, students complete a bespoke Enrichment programme during tutor sessions, 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. These cover key areas of non-curriculum content that young people need to learn before embarking on their post-sixth form pathway.

Our Enrichment programme includes topics



New York 24

A group of approximately ten students are posing on a red staircase in front of a city building. Some students are sitting on the steps, while others are standing behind them. They are dressed in casual clothing like hoodies, sweaters, and jeans. In the background, a tall building with a green sign that says 'Brain Co' is visible against a blue sky with some clouds.

We invite speakers on:

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

such as employment, independent living, personal finance and higher education, along with an opportunity for students to complete online courses, such as online work experience or Open University short courses. These experiences offer key development for our students as they narrow their academic study to three or four A Level choices.

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. Students will also have the opportunity to take the **Extended Project Qualification (EPQ)**.

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.



Global Citizenship

In 2024, Copleston Sixth Form was successful in applying for funding from the Turing Scheme, a government funding initiative aiming to give students from all backgrounds experiences that would improve their character, skills and, ultimately, their employability.

With the support of Challenges Abroad and the charity FutureSense Foundation, in July 2025 we ran three global citizenship trips to Peru, Thailand and Tanzania. The funding for these trips cover a large percentage of the trip cost, and students are able to fundraise the additional amount within their group.



PERU

Students spent two weeks volunteering in a local primary school in Urubamba, as well as spending the weekend trekking up to Macchu Picchu, taking in one of the wonders of the world!



TANZANIA

Students spent two weeks volunteering in two primary schools in Usa River, as well as having two days on safari in Tarangire National Park and Ngorongoro Crater.

“

The time I spent in Tanzania was a privilege. The children and wider community shared their world with such openness, and I learned so much just by being part of it. I created so many memories which I will carry forever. The experience allowed me to develop my empathy, adaptability, and perspective- qualities I know will be invaluable in my future. - **Freya**

”



THAILAND

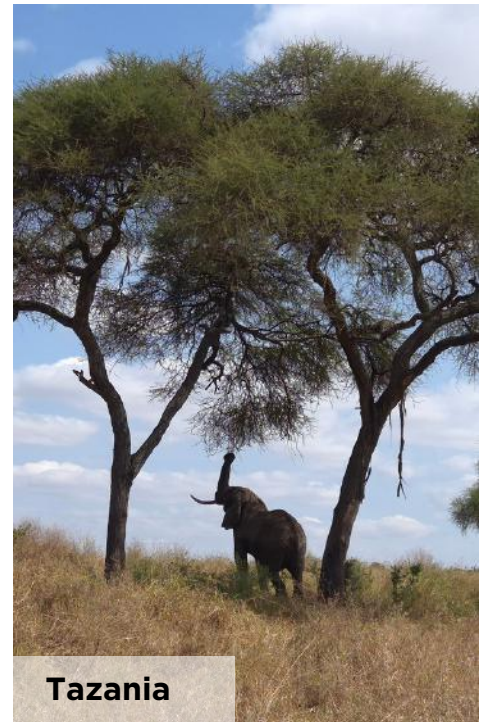
Students spent one week volunteering in a local primary school in Mai Sariang, before moving to Chiang Mai at the weekend and spending the second week volunteering at the Elephant Nature Park.



Thailand



Peru



Tazania

In all three trips, students worked with local children to develop their reading, comprehension and spoken English, while also engaging in community projects such as painting and decorating facilities and planting and maintaining gardens.

These experiences were life-changing for our students, and we're delighted to share that we have funding for similar trips for the summer of 2026!



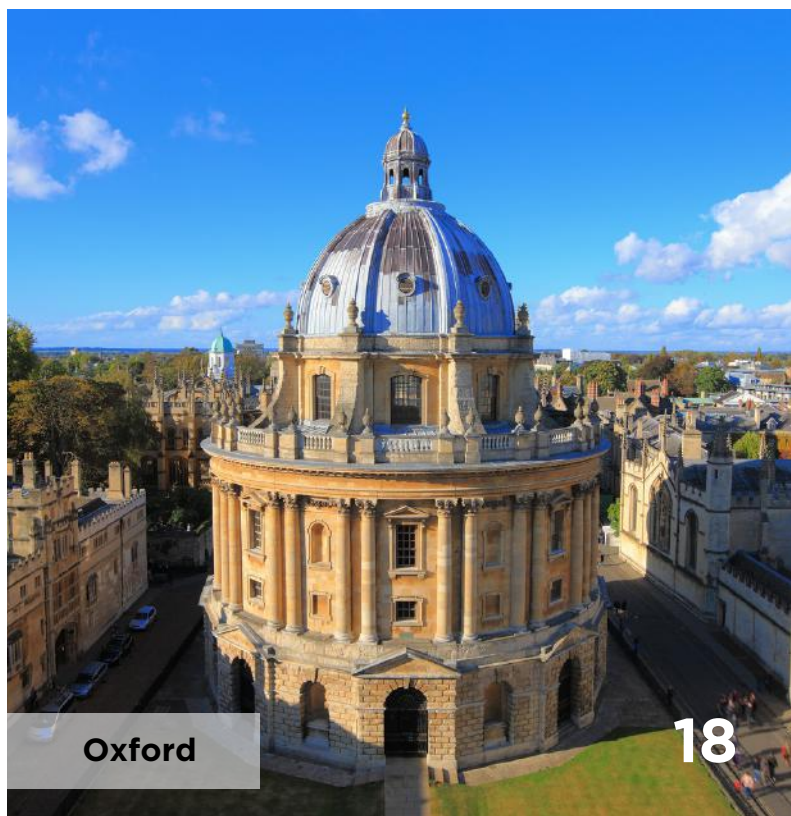
Chigwell Partnership

We are proud to have a partnership with Chigwell School in Essex. At the end of each summer term, students looking towards professional degrees such as Medicine or Law, or Oxbridge and other Russell Group universities attend a three-day residential at Chigwell school. They receive expert advice on targeting applications, personal statements, and the interview process. There are talks from Oxbridge graduates and other expert speakers.

A major focus throughout the visit is on presentation skills and oratory. On the final day, the students present to all the delegates on a topic of their choice. All the students find this nerve-racking beforehand, but then leave with a huge sense of achievement.



Cambridge



Oxford



Chigwell School, Essex

Copleston

Basketball Academy



*"The Basketball Academy
is like a big family"*

Copleston

Copleston
School



We are proud to have one of the most successful basketball academies in the country as part of our Sixth Form.

Ambitious student athletes who wish to combine a high-quality academic experience with the opportunity to develop their talents to an elite level will be catered for at Copleston. In 2024-25, Copleston were crowned Women's Elite Academy Basketball League champions. Our basketball academy is led by Basketball England's 2025 Performance Development Coach of the Year and two-time National Coach of the Year, Nick Drane. Nick and his staff have a proven track record of success in developing elite athletes, with students from Copleston Basketball Academy going on to achieve full academic scholarships at NCAA Division One colleges in the USA, and representing the national teams in 2025.



**Photo by: WEABL Finals
Official Photographer**

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
- Access to the Diploma in Sporting Excellence (DiSE) qualification
- Specialist advice and guidance about university and career paths that is readily available throughout your time in Sixth Form
- Support with recruitment to international colleges and Universities
- Weekly high-level training in your chosen sport, including on-court sessions and strength and conditioning
- Access to a professional strength and conditioning coach and a qualified sports physiotherapist when required.

Those students who are interested in joining our Basketball Academies can gain more information from our website or from our **Head Coach Nick Drane:**

basketballacademy@copleston.suffolk.sch.uk

Students wishing to apply for the basketball academy should apply to the sixth form and make a separate application to the academy through contacting our basketball academy team to arrange a visit and on-court trial. Students must be accepted into both the sixth form and the basketball academy to join.

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):

- ❌ Ripped jeans or trousers
- ❌ T-shirts with inappropriate or offensives wording/pictures
- ❌ Crop tops that expose the midriff
- ❌ Tracksuits/ jogging bottoms
- ❌ Short skirts
- ❌ Short shorts
- ❌ Flip flops
- ❌ Baseball caps

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

Duke of Edinburgh

Gold Award

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 by 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 set your aim, choose a location, do some training to get prepared — then spend four days and three nights away.
- You decide how to travel: on foot, bike, canoe, kayak, wheelchair, sailing boat, even horseback.

Your expedition will boost your communication and leadership skills. You'll return with a rucksack full of washing and an experience you won't forget.

Residential

For your Gold Award, you'll complete an extra section – the Residential. This means spending five days and four nights away on a shared activity with people you've never met.

- From snowboarding in Scotland to helping at a children's camp, there are plenty of options in the UK and abroad.
- You'll gain confidence, work with people from different backgrounds, and experience new environments.
- It could be a chance to build on an existing talent, try something completely new, or do something to help others.

Enhance your CV

Discover your talents & potential

Stand out from the crowd

Gain confidence and independence

Make lasting friendships

Earn employable skills

Make memories

Go on an amazing adventure

Have fun

Our Alumni



At Copleston, we are immensley proud of our former students and love nothing more than to share in their successes.

“

After three years working for the Ipswich Town Foundation as the Events Officer, I am now Supporter Liason Officer. My role has involved creating a project through the Premier League that allowed children from disadvantage backgrounds to learn about their local football club, which was featured on Match of the Day, and being a voice for the supporters, sitting between them and the club. Sixth Form at Copleston helped me get here as it gave me the foundation of effective people skills. In addition to my academic study, it taught me how to communicate, present and work collaboratively with different stakeholders. You are treated like an adult and are given every opportunity to showcase and develop your skills.

Tom Grover AABDistinction*

A Levels: Business, History, Media Studies, Information Technology

University: Sports Management (2:1) at Bournemouth University

Current role: Supporter Liason Officer at Ipswich Town Football Club

“

In the summer of 2025, I interned at Supersharp, contributing to the development of satellite hardware as part of their mechanical team, while also fundraising for my fintech start-up in the blockchain space. I've just completed my first year studying Engineering at the University of Cambridge – but the journey really began at Copleston Sixth Form.

The teaching there was exceptional: every teacher I had not only knew their subject in depth, but also had a rare ability to communicate it in a way that inspired genuine curiosity and confidence. What made the difference, though, was how consistently they encouraged me to think beyond the curriculum – to challenge myself, set ambitious goals, and believe in the value of pushing past my comfort zone. Their guidance helped shape both my academic path and my mindset, and I'm incredibly grateful to have had that foundation.



Ben Greenleaf A*AA*A*A*

A Levels: Mathematics, Further Maths, Computer Science, Physics, Extended Project Qualification

University: Engineering at the University of Cambridge



“

My time at Copleston Sixth Form played a huge part in shaping who I am today. I always felt comfortable asking questions, no matter how small they seemed! The dedication and support of my teachers allowed me to build the confidence to pursue university and ultimately begin my career in project management.

Gill Budgen A*ADistinction*

A Levels: Business, Biology, Health and Social Care

University: Business and Management (1st Class) at the University of York

Current role: Graduate Project Manager at Network Rail

“

Copleston Sixth Form gave me the perfect bridge from High School to further education. Over 2 years, you learn what it means to be responsible for your own learning and to make the most of the expertise and guidance provided by staff. Being able to develop trust with teachers allowed me to engage with my own interests and pursue a degree in something I loved. Since graduating, my career in Marketing has taken me to Athens as part of the University of Essex, and I have now started my own business.

I am thrilled to say that since starting my own marketing agency, I have had the privilege of creating Copleston Sixth Form's latest prospectus - the one you are reading right now. This is a testament to the way the staff go above and beyond to support their students. If you make the most of your time at sixth form, and engage with what is offered to you, you will certainly not be forgotten.

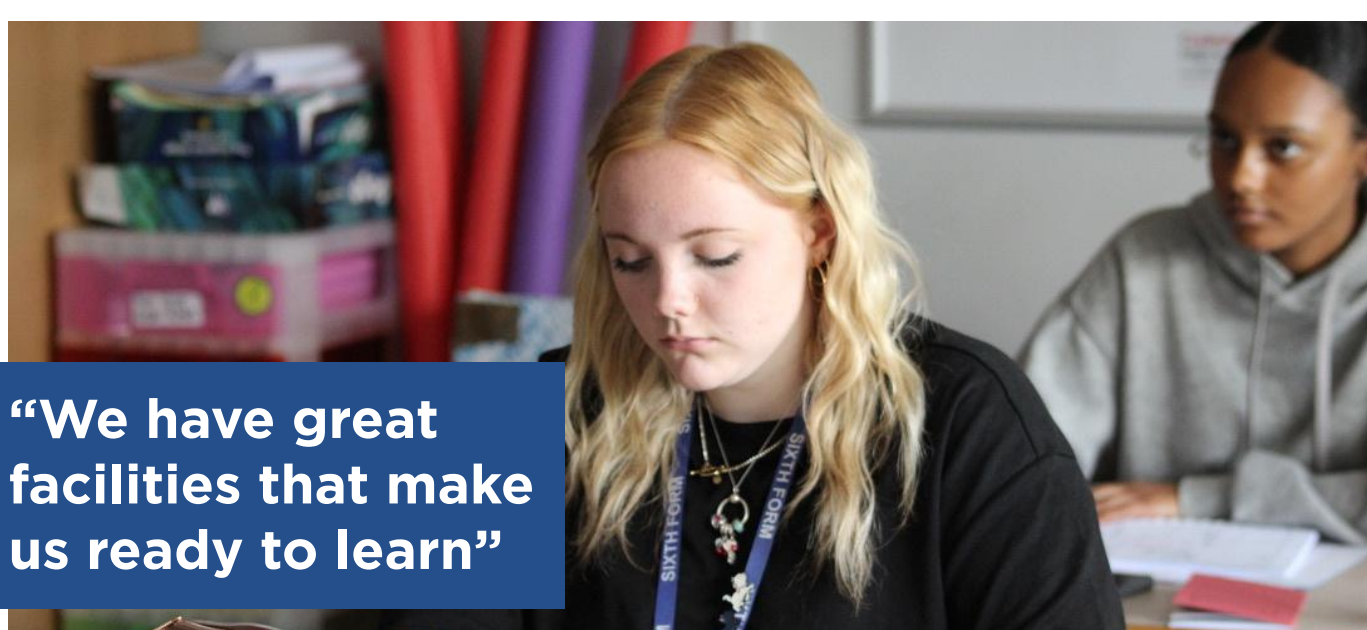


Karla Bird AAA

A Levels: English Literature, Psychology, Sociology

University: English Literature (2:1) at the University of East Anglia

Current role: Director of K Bird Marketing



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

Entry requirements

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:

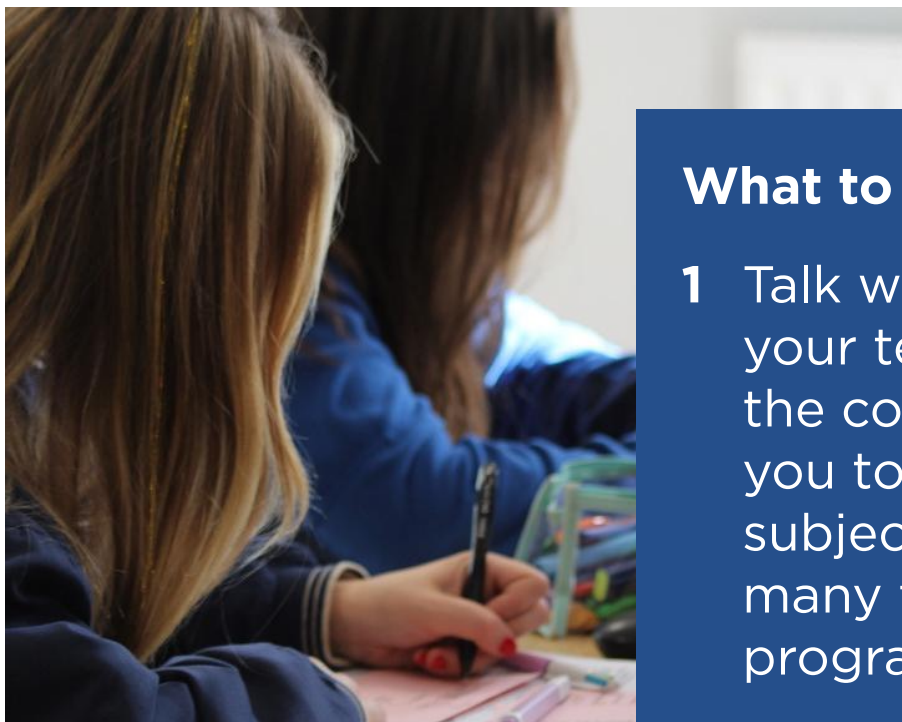
- **4 A levels** – At least 5 GCSEs, or equivalent qualifications, at grade 6 or above, including at least one of English Language and Mathematics
- **3 A levels** – At least 5 GCSEs, or equivalent qualifications, at grade 4 or above, including at least one of English Language and Mathematics
- In addition, 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



Key dates:

Sixth Form Open Evening:
please see our website
www.copleston.suffolk.sch.uk

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.

What to do first:

- 1 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.
- 2 Research your possible career choices to find out which course(s) are required.
- 3 Complete our online application at copleston.applicaa.com

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 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.



Our 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 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 coursework assignments completed in school giving students the chance to combine knowledge and understanding, scientific procedures and technical skills, whilst being able to directly impact their final grades. This therefore

requires high levels of attendance, motivation, personal organisation, and time management to be able to fulfil the coursework and practical elements of the qualification. Students enjoy the copious amounts of experimental work.

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.



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 exam (2 hours and 15 minutes) introducing an experimental scenario and data set from a suite of known themes, followed up with testing the application of scientific skills to the scenario presented (33%)

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

Art and Design

A LEVEL, EDEXCEL

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

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 work more independently and produce very personal responses as they develop their intellectual, aesthetic and creative potential.

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%.



Biology

A LEVEL, OCR BIOLOGY A

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 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.

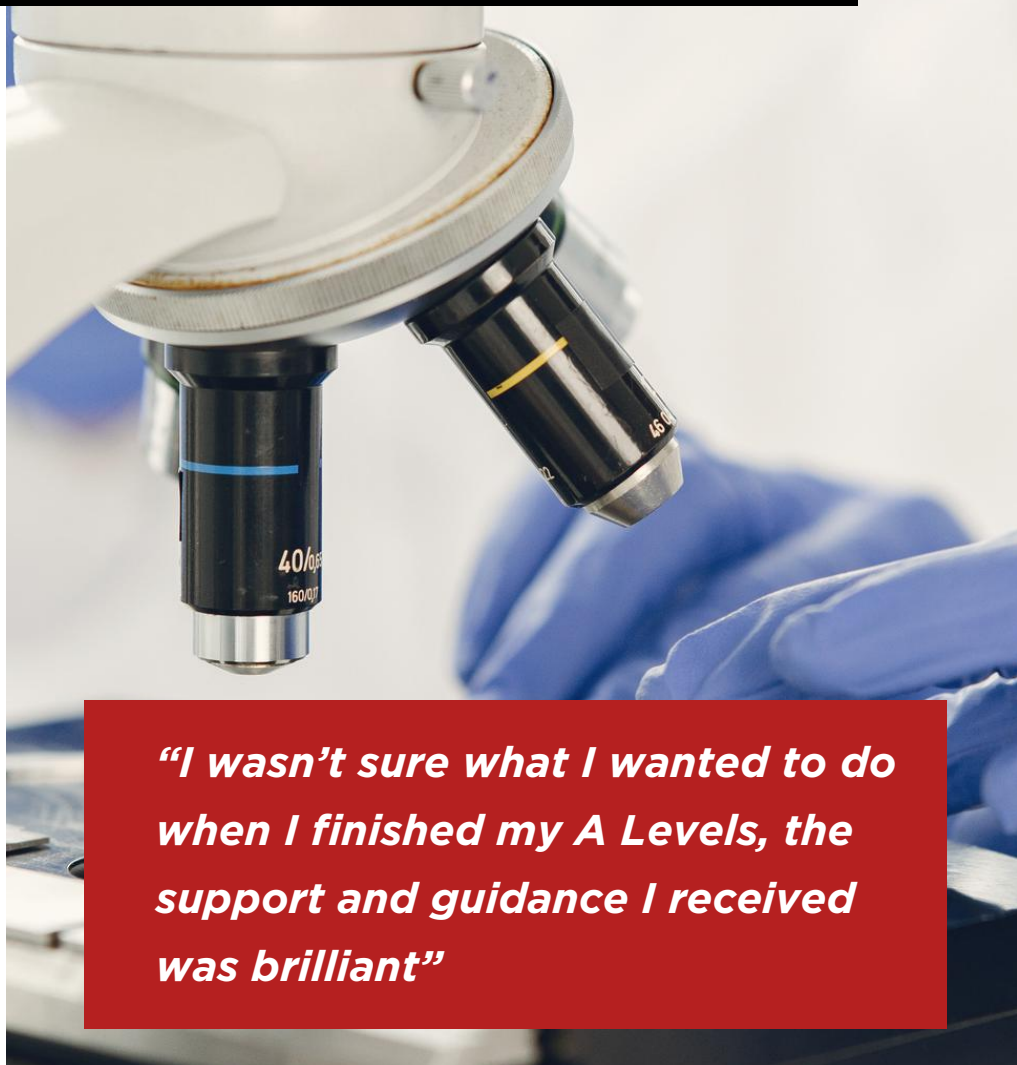
The course includes a field trip in the summer term of year 12 (usually in early July). Attendance and completion of the written tasks for this are a requirement to pass the practical endorsement.

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. Research, use of Uplearn, retrieval practice and past paper questions will form the bulk of formal homework tasks.

In the Future

Biology is valued by universities and employers.



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

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.

The Assessment Process

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

As with all 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.

Business

A LEVEL, EDEXCEL

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

The Course

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

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

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

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

Theme 4 – Global business For the final theme, students will study globalisation and the impact this has had on business expansion and the creation of a global market. Prominent examples of globalising businesses such as Netflix, Amazon, Jaguar Land Rover and Apple will be studied in detail.

In the Classroom

Students will analyse real business situations and examples and 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 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.

The Assessment Process

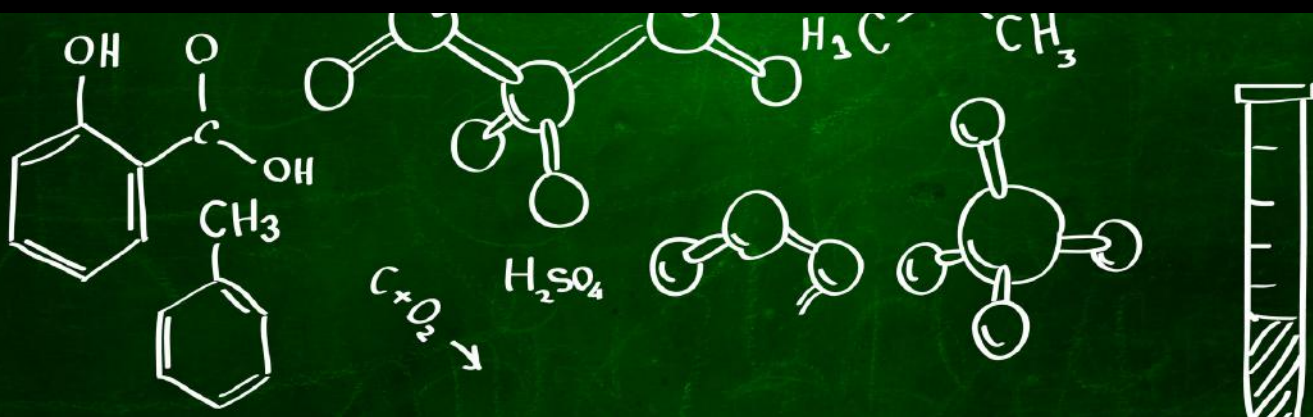
A Level Business is assessed at the end of the second year through three exams

- 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

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

Chemistry

A LEVEL, OCR



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

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.

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.

Computer Science

A LEVEL, OCR

Entry Requirements

This course suits students with strong problem-solving skills, a logical mindset, and a genuine interest in programming, along with the motivation to practise independently. We strongly recommend studying A Level Maths or Physics alongside this course.

Required GCSE Grades:

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

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.

Also 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.

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



Dance

A LEVEL, AQA

ECentre 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 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.

The Assessment Process

A Level Dance

Component 1

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

Component 2

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



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

Drama

A LEVEL, EDEXCEL

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 Course

During the course students will learn about a range of theatre practitioners and their techniques/ methodologies and will apply these within their own work. They will also study and explore many contrasting play texts, working within the roles of performer, director and designer.

Students will devise their own performances and explore scripted extracts. We view a wide range of live theatre during the course to expose students to contrasting styles and performances, and to influence their own work. The course encourages creativity and for students to reflect on their own work and the work of professional theatre makers.

In the Future

Careers in the performing arts industry as Performers, Directors, Technicians, Communications, Theatre Administration and Teaching. The confidence and communication skills 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 every February. Sixth Form Drama students are also given the leadership opportunity to run Drama clubs for lower school.

The Assessment Process

A Level Drama and Theatre 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 component involves studying two contrasting play texts (Hedda Gabler and Our Country's Good)

for sections A and B of the paper, through the role of Director, Designer and Performer. It also involves watching and responding to live theatre and the work of theatre makers for section C.

Component 2:

Creating Original Drama This component involves creating original devised performance work based on a chosen stimulus, which incorporates the methodologies of a theatre Practitioner. Students also complete an accompanying working notebook where they reflect on the creation, development and refinement of their ideas. This component is 30% of the final A level grade.

Component 3:

Making Theatre This component involves workshopping three extracts from three contrasting plays which cover a range of time periods and contexts. This component allows practical exploration and interpretation and is again influenced by the methods of a theatre Practitioner. Extract three is presented for performance and this is marked by a visiting Examiner from AQA.

Students complete an accompanying reflective report where they analyse and evaluate their theatrical interpretations. This component is 30% of the final A Level grade.



Economics

A LEVEL, OCR

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

The Course

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:

- Economic methodology
- Individual economic decision-making
- Price determination in a competitive market
- Production, costs and revenue
- An introduction to market structure Macroeconomics:
- Measurement of macroeconomic performance
- How the macroeconomy works
- UK economic performance
- Fiscal and supply-side policy

Year 2 Microeconomics:

- Market structures - perfect competition, imperfectly competitive markets and monopoly
- The labour market
- Poverty and inequality
- The market mechanism, market failure and government intervention in markets Macroeconomics:
- Financial markets and monetary policy
- The international economy, globalisation and trade
- Exchange rate systems, balance of payments
- Economic growth and 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. It is particularly favoured for its problem-solving approach.

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

The Assessment Process

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)

English Language

A LEVEL, OCR H470

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

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) with an 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 nonfiction 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.

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%.



English Literature

A LEVEL, EDEXCEL

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

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.

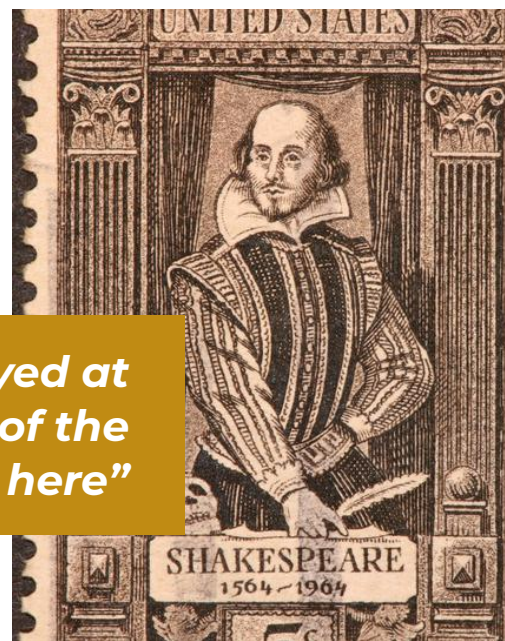
The Assessment Process

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.

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Film Studies

A LEVEL, EDUQAS

Centre Requirements and a grade 5 in English Language.

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:

Year 1 Films Studied

- Sunrise (Murnau, 1927)
- Get Out (Peele, 2017)

- La La Land (Coen brothers, 2007)
- Pan's Labyrinth (Del Toro, Spain, 2006)
- Taxi Tehran (Panahi, Iran, 2015)
- Amy (Kapadia, UK, 2015)

Year 2 Films Studied

- Vertigo (Hitchcock, 1958)
- Alien (Scott, 1980)
- Belfast (Branagh, 2021)
- This is England (Meadows, 2006)
- Fallen Angels (Kai-Wai, Hong Kong, 1995)

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.

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).



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 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 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.

Geography

A LEVEL, EDEXCEL

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

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.

The Assessment Process

Paper 1

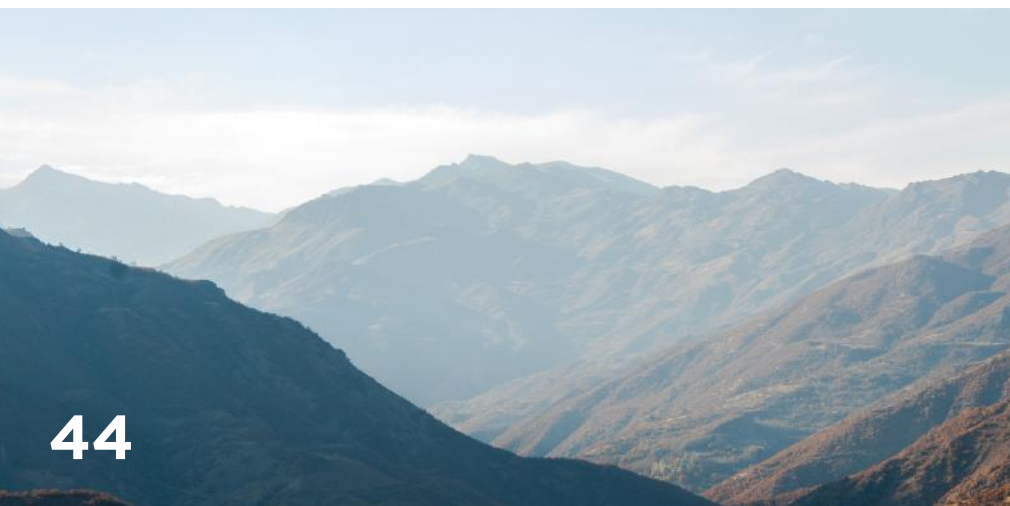
Physical systems & Dynamic Landscapes = 2 hour 15 mins exam (30%)

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)



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 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 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 PreDegree Art and Design Foundation Diploma before going on to higher education.

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.



Health and Social Care

OCR LEVEL 3 ALTERNATIVE ACADEMIC QUALIFICATION (AAQ) CAMBRIDGE ADVANCED NATIONAL IN HEALTH AND SOCIAL CARE (EXTENDED CERTIFICATE)

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

The Course

Working in health and social care means supporting and improving the lives of others. To study it is to understand the key principles and responsibilities that ensure individuals receive the care, dignity, and respect they deserve. Health and Social Care at Copleston is a subject growing in popularity, reflecting its increasing relevance in today's society. Students explore how people develop across the lifespan, how to communicate effectively in care settings, and how to respond to individual needs with compassion and professionalism. The course also enables students to develop a strong understanding of the human body, physical and mental health, and the laws and legislation that underpin safe and ethical practice. With over 3 million people employed across the health, social care, and childcare

sectors in the UK, this is one of the largest and most vital areas of employment—making it a highly worthwhile and future-focused subject to study.

In the Future

Studying Health and Social Care at sixth form opens the door to a wide range of exciting and meaningful career paths. The course provides a strong foundation in human development, health and wellbeing, and the professional standards required in care settings—making it an ideal stepping stone for further study at university or through apprenticeships. Students gain valuable insight into both physical and mental health, as well as the legal and ethical frameworks that guide professional practice. This knowledge can lead to careers in areas such as occupational therapy, speech and language therapy, mental health support, teaching, physiotherapy, nutrition, midwifery, social work, child psychology, youth work, and early years education. Many students go on to study degrees in Health and Social Care, Nursing,

Public Health, Education, Psychology, or Social Policy. Beyond the care sector, the subject also develops transferable skills such as communication, empathy, critical thinking, and teamwork—qualities that are highly valued in fields like human resources, community development, public services, counselling, and business management.

The Assessment Process

NEA (Non-Exam Assessment) Units

- Feedback: All students will receive feedback on their NEA units prior to final submission.
- Marking:
 - Formally marked by the teacher.
 - Externally moderated by OCR.

Assessment Opportunities

- Students are allowed two attempts at both:
 - Externally assessed exams
 - NEA units

Informal Assessment

In addition to formal assessments, students will be informally assessed at various points throughout the academic year.

History

A LEVEL, AQA

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

The Course

The course allows students to study a range of exciting, challenging and invigorating topics across a 500-year time span. Students will develop the critical eye of a historian, using primary material to gain an insight into the history of Tudor England, the wider Cold War and American Civil Rights. Students will learn to develop their own appreciation of the history, make their own judgments and construct effective and analytical arguments around key historical debates, including the reasons for Henry VIII's religious reforms; whether Elizabeth I's reign was a Golden Age and to what extent Reagan, and not Gorbachev, was responsible for ending the Cold War. Students will explore different aspects of

In the Classroom

Students will develop through a varied range of teaching and learning styles allowing them to become critical thinkers of history, able to articulate their understanding orally and on paper. There is a focus on independent learning and there is an expectation for students to undertake a high level of reading around the subject and conduct their own research, notably where coursework is concerned.

In the Future

History is a highly regarded, academic A-Level that will enhance any student's CV. Employers value the critical thinking and research aspects of the subject, as well as the fact that it will enhance a student's communication skills. These attributes are particularly valuable to those hoping to pursue careers in law, journalism, politics, international relations and even criminology.



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

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.

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

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.

Mathematics

A LEVEL, EDEXCEL

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

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

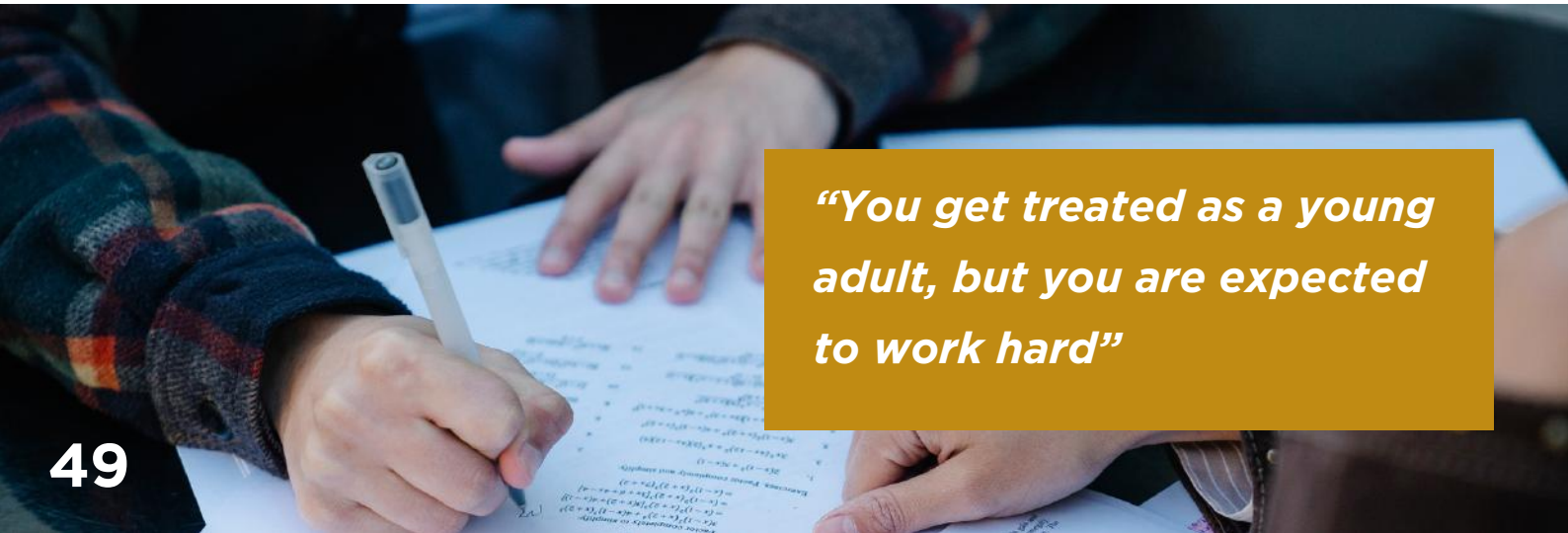
Mathematics A level is essential for students who wish to read a degree in mathematics, any branch of engineering such as aeronautical, mechanical, chemical, or electrical engineering, physical sciences, or branch of sciences such as earth sciences or sports science, and it is considered desirable for 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.

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.

A close-up photograph of a student's hands writing in a notebook. The notebook is open to a page filled with handwritten mathematical equations and diagrams. The student is wearing a dark, patterned jacket. The background is slightly blurred, showing other parts of the notebook and the student's arm.

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

Further Mathematics

A LEVEL, EDEXCEL

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

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.

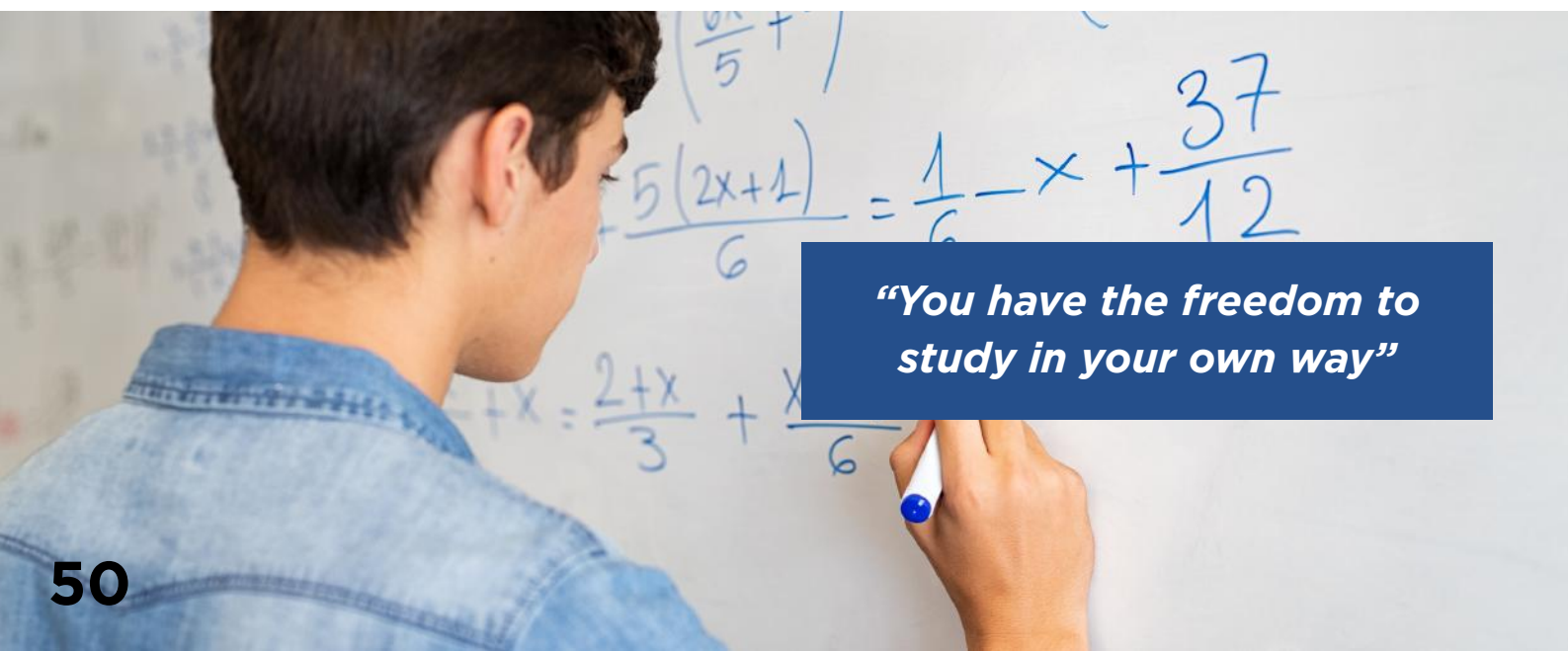
In the Future

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.

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.



"You have the freedom to study in your own way"

Core Mathematics

A LEVEL, AQA

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 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.



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.

Media Studies

A LEVEL, EDUQAS

Centre Requirements and a grade 5 in English Language.

The Course

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.

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.

What is the difference between Film Studies and Media 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.

Music

A LEVEL, EDEXCEL

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

The Course

Performance makes up 30% of the A Level course and takes the form of a recital and candidates can choose between playing solo, in an ensemble, improvising or realising music using Music technology.

Performance time should be at least 8 minutes.

Composing makes up 30% of the A level course.

Candidates will submit two pieces, one to a brief set by the board and one other free composition or also to a brief. Each composition must be at least 4 minutes in duration 1 brief assessing technique – minimum of 1 minute. Appraising is a 120-minute written examination which makes up 40% of the A level course.

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

Fusions and New Directions. One short melody/rhythm completion exercise.

In the Classroom

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

In the Future

A degree in 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.

The Assessment Process

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



“I am so happy I chose to stay at Copleston.”

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 Course

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

The content addresses contemporary topics in sport, such as the impact of 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 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 many 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.

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.



Physics

A LEVEL, OCR

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

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 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.

Politics

A LEVEL, EDEXCEL

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

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. 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 was back on the ballot in 2024. 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.

In **Year One** students develop knowledge and understanding of government in the UK, its institutions, their roles, powers and interrelationships. 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.

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-centered and aims to develop each student's intellectual, argument and debating skills whilst 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 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 to TV and radio debates. Previous students have also stood for office locally and nationally.

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.



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 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.

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.

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



Sociology

A LEVEL, AQA

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

The Course

A level Sociology is a varied and highly relevant subject. The course will introduce students to a range of concepts to encourage them 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 cornerstone of this essay-based subject.

Students, over the course of the two-year programme, study a range of units. Families and households examines the broad range of family structures that exist in society today and throughout the last 50 years. Students 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.

Students will also develop an understanding of the methods used to research sociologically and their relative uses within the subject.

Students will also develop an understanding of the methods used to research sociologically and their relative uses within the subject. **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.

The Crime and Deviance 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. Students 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 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?

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.

The Assessment Process

Students sit three exams, all at the end of Year 13.

Paper 1: Education with Theory and Methods.

Paper 2: Beliefs in Society and Families and Households.

Paper 3: Crime and Deviance with Theory and Methods. Further information about the content of the units for these papers is below.

Spanish

A LEVEL, AQA MODERN FOREIGN LANGUAGES

Centre requirements and at least grade 6 in GCSE Spanish.

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.



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 two essays based on one literary text and one film (2h; 20% of A level)

Paper Three: Speaking examination (21-23 minutes; 30% of A level)

Copleston Sixth Form



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Copleston Sixth Form Prospectus 2026

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Designed by Karla Bird