



Colyton
Grammar
School



Sixth Form Prospectus



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Welcome

Colyton Grammar School exists to help its students achieve beyond what they thought possible.

We want to foster scholarship, humility and service in our students: a love of learning and knowledge, the humility to understand there is always room to develop and improve further, and the desire to make a positive contribution to the world by serving others. In the Sixth Form, this process reaches its culmination.

Sixth Form students make the decisions that will set the courses of their future lives, guided by their own interests and values and by the advice offered by the school. These range from the choice of A Level subjects, to selecting from a vast number of co-curricular and leadership opportunities, to choosing a path towards higher education and a future career. It is a hugely exciting time; we encourage our students to embrace the autonomy that comes with Sixth Form study.

At the same time, we understand that every student will benefit from support, advice and guidance on this journey. Students in the Colyton Grammar School Sixth Form, join a community of young people who spur one another on, taught and guided by teachers who are committed to helping them to achieve their potential. The tuition and guidance they receive, as well as the wide range of

extra-curricular activities available, gives them confidence to discover and follow the path that will guide their future lives beyond school.

We are proud of the achievements of our students' long-standing record of success in securing places on the most competitive of higher education courses. The percentage of our sixth form going on to study at Oxford and Cambridge each year is amongst the highest of all schools nationally, state or independent.

Annually, Medicine is one of the most popular routes for our graduating students. Every year a number of our students also look beyond conventional university courses. In recent years, sixth formers have been offered places at top music conservatories, on prestigious film degree courses and highly specialised technological and engineering programmes, including competitive degree apprenticeships.

We want our students to be open to the opportunities of a rapidly developing careers market, and strive to develop the skills of critical thinking, adaptability, resilience and leadership which will help them to make the most of these opportunities.

The Sixth Form Journey



Sixth Form School Captains 2025/26

Our Programme

Colyton Grammar School students have a well-established track record of outstanding results at A Level. Our leavers achieve an average of grade 'A' at A Level. In an increasingly competitive market for university applications, our students consistently achieve places on the most competitive courses.

However, it would be wrong to think of our sixth form as a place where the focus is solely on exam grades and academic performance. Our students are as rounded and fun-loving as those in any sixth form in the country. What makes them stand out is their desire to do well and aim high in all they do, whether it is in the classroom, in performance on stage or sports field, or in serving the wider community.

If you are already a Colyton Grammar School student we hope you will be excited by the prospect of joining the Sixth Form. If you are not a student with us, but are interested in the programme we offer, then we hope that you will find this prospectus inspires you to find out more.

If you have any questions, please do get in touch with us, and please make sure that you come along to our Sixth Form Information Evening.

Details can be found by clicking on the QR code or by logging onto the school website:



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Pupils' love of learning is the product of many complementary factors. They are exceedingly well taught, follow an enriching curriculum and feel valued as individuals within a high-achieving culture, regardless of their background or needs.

OFSTED ”



Three A Levels

A fourth A Level may be undertaken following consultation



Extended Project Qualification (EPQ)

A nationally-recognised qualification developing university - level skills



Career Planning and Employability

A fortnightly programme of tutorials and ongoing support and guidance



Gradus Programme

Encompassing character development, values and virtues and PSHE



Sports & Physical Fitness

Dedicated time each week for sports and physical fitness



The Colyton Baccalaureate

Acknowledging the breadth of our students' personal development

A Levels

At Colyton Grammar School, we advise Sixth Form students to study three A Level subjects, plus the Extended Project Qualification.

Today's A Levels are linear qualifications, meaning that, in most subjects, assessment is by examination at the end of the course.

Given that students will be required to demonstrate mastery of content heavy specifications in exams at the end of Year 13, there is an obvious risk when taking four A Levels. Within current national assessment structures, universities expect three A Levels for entrance, and offers to applicants are dependent on grades in three A Level subjects only.

Even for the most competitive of courses (for example, those at Oxford and Cambridge), admissions tutors are only looking for three A Level grades and have cautioned against students choosing to take four, when that could jeopardise the achievement of top grades in three.

Depth of study and evidence of real interest in the chosen degree course are of greater importance than breadth. We therefore ask students to include three A Level choices on the application form.

Should an applicant strongly wish to take a fourth A Level, they should mention this during the one to one meeting with a member of the school Senior Leadership Team which follows their application.

If, following receipt of their GCSE results, a student wishes to take a fourth subject, they should request to do so at this point and discuss their thinking with a member of the Sixth Form Team. The exception is students who wish to take Further Maths, who should choose Maths, Further Maths and two additional A Level subjects on their application form.



Chloe D





EPQ

Extended Project Qualification

As part of our programme, we also expect students to take the Extended Project Qualification (EPQ).

The EPQ is valued by universities as it develops so many of the skills that are required for successful undergraduates: research, project-handling, referencing and the presentation of complex information.

It allows students to give clear evidence of enthusiasm in a chosen subject when writing their university applications and in interviews. The value of the qualification is evident in the fact that universities often give alternative offers to applicants who are doing it. It also carries greater weight in terms of the UCAS tariff than an AS Level.

Please see the EPQ curriculum page for further information.

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Pupils, particularly in the Sixth Form, delight in asking questions, sharing their views and ‘sparring’ through discussion and debate. They relish the good-natured academic challenge and enjoy such exchanges.

OFSTED

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The Colyton Baccalaureate



At Colyton Grammar School, we value our students' personal development as much as academic excellence. We seek to help them develop the qualities and experiences that will help them succeed at university and in the careers market, and live happy and fulfilled lives.

Our students leave us having fostered an extremely constructive set of skills around the way they approach learning.

They show initiative, self-motivation and community spirit. We have developed the Colyton Baccalaureate, an award which unites the academic qualifications we offer with broader personal development, to formally recognise the wealth of talent and character our students demonstrate.

We expect all of our students to achieve the award, providing detailed advice and guidance to help them do so.

Evidence of Personal Insight and Development

Career planning and employability

Community involvement

Extra-curricular involvement

Personal Insight and Development

As a sixth former we encourage you to be reflective, to spend some time seriously thinking about what makes you tick, what kinds of things inspire and motivate you and where you want to go in life.

Reflection and action planning is a formal part of the pastoral curriculum and based on an honest evaluation of where you are in your development, as well as a clear appraisal of the opportunities and challenges that lie ahead for you. It is not just about your academic progress, but your development as a person.





Environment

We are very lucky to occupy a uniquely beautiful school site. Our buildings are low-rise and well-designed. There is plenty of space to study, relax and socialise when not in class, with beautifully maintained gardens and playing fields, and views over the rolling East Devon countryside.

There are two purpose-built building for sixth form students: the Sindalls Building and the Study Centre, with rooms for quiet study and a cafe for the use of sixth form students, as well as a very well-resourced and fully-staffed library.

High quality artwork, produced and chosen by the students themselves, hangs on the walls in the Sixth Form areas. We are proud of the tradition established over many years that environments are used purposefully during lesson time by sixth formers when not being taught. The atmosphere is collaborative and friendly.

Students at Colyton want to get on with their work and make the most of their time here in the pleasant and calm environments we have provided.



“ In classrooms, there is a palpable atmosphere of mutual respect and admiration. Outcomes at this school are outstanding. ”

OFSTED

Community and Leadership

A sixth form that is part of a secondary school presents countless opportunities for students to contribute to both the school and the wider community, and develop leadership skills. Colyton sixth formers like to get involved.

Their enthusiasm, skill and bigheartedness are always evident around the school. They run lunchtime clubs, coach students in sports activities (including through the Community Sports Leadership Project), edit the school magazine and work as journalists, producing and overseeing news articles for our website, social media and beyond.

They undertake community service, helping to organise charity events, working as ambassadors for subjects they enjoy, and for the school itself, through outreach events. For instance, our A Level scientists are always on hand at the Sidmouth Science Festival, the Norman Lockyer Observatory's Family Day and Honiton's Festival of the Imagination. They also make visits to local primary schools to deliver science lessons. Sixth formers have helped out at science outreach sessions delivered to hundreds of students this year alone.

Sixth Form students also have the opportunity to take on leadership roles within the school's well-established house system, overseeing younger students in house activities and competitions. In Year 12, they can apply to be House and School Captains, taking a central role as leaders within the school.

Outdoor Education

The school has a long tradition of excellence in outdoor education, with sixth formers playing a leading role. We are one of the largest school Duke of Edinburgh's Award providers in the South West in terms of student numbers, with a significant proportion of our students securing Bronze, Silver and Gold Awards. Each year, we enter a number of teams in the Dartmoor Ten Tors challenge. Our Sixth Formers speak warmly of the resilience, leadership and deep friendships they forge through these activities.

Music and Drama

Music and Drama make an important contribution to the cultural life of the school. Facilities are excellent and include a new drama studio, purpose-built music suite and well-equipped school hall for large scale performances. There are a number of public drama events each year as well as workshops. There is a tradition of student productions, led exclusively by members of the Sixth Form and culminating in well-attended and highly-polished performances. The annual programme of musical events includes monthly concerts, in school and further afield in the locality, as well as at other locations both nationally and internationally. Every year there are opportunities to perform publicly alongside professional musicians.

The orchestra regularly tackles challenging works. The school jazz band plays at various times of the year at all sorts of functions as well as at concerts. The Senior Choir has an outstanding reputation and is frequently invited to perform at prestigious locations both in this country and abroad, including: Canterbury Cathedral; Notre Dame, Paris; St George's Chapel, Windsor; St. Mark's Cathedral, Venice; Chartres Cathedral; York Minster; St. David's Cathedral and St Paul's Cathedral, London. A feature of sixth form musical life has often been the willingness of students to set up and run their own groups, from a flute ensemble to a jazz choir.

Competitions

Our students relish the opportunity to test out their ideas, skills and knowledge beyond the school gates. There is an enjoyment in competing and taking part, not to become pre-eminent in a certain activity, but to meet with students from other sixth forms who enjoy the same activities, as well as professionals in particular fields of interest.

This aspect of sixth form life is actively encouraged both inside and outside of the class, and while it would not be possible to list all of the competitions our sixth formers have won over the last few years, you can get a sense of the breadth of their achievements when you consider they have been recent winners or finalists in the following competitions: Formula 1 in Schools, VEX Robotics, Investor Challenge, Bebras Challenge, Oxford University Computing Challenge, Informatics Olympiad, Base National Business and Accounting, Royal Geographical Society Young Geographer of the Year, Birmingham University Geology Competition, The Foyle Young Poets Competition, Christopher Tower Poetry Competition, Shine Schools Media National Magazine Award, European Youth Parliament, Political Studies Association Video Competition, Senior UK Maths Challenge, Maths Olympiad, the RSC Chemistry Olympiad, the Biology Olympiad, British Physics Olympiad Competition, National Artful Physics Competition and plus many more.

Sport

Sport is also a vital part of the Sixth Form. Year 12s have the opportunity to participate in a chosen activity on a Monday afternoon, ranging from Badminton to Ultimate Frisbee, Fitness, to a walk in the local Nature Reserve. Senior training sessions also run each week, where squads are selected to compete in various Area and National competitions. Recent successes include our U18 Football Team being crowned County Champions and our U19 Netballers finishing as runners up in the National SNS Competition. House matches are run once a term in Hockey, Rugby, Football, Netball, Rounders and Tennis. Clubs are also available at lunchtimes in a variety of sports.

Sixth formers also have the opportunity to undertake the Level 3 Sports Leadership Award, which enables them to develop their leadership skills through a variety of sessions. Students particularly enjoy helping coach at lower school lunchtime clubs and assisting with our Primary school outreach programme.



University Application and Employability

The overwhelming majority of our students move on to university after their A Levels. Our programme of higher education advice and guidance ensures sixth formers make aspirational and well-informed applications that reflect their strengths and interests as individuals, and help them to achieve their ambitions.

Colyton students have established a long tradition of success with ambitious applications for wide ranging university courses across the arts, humanities, sciences – and in vocational subjects.

The percentage of our sixth form going on to study at Oxford and Cambridge each year is amongst the highest nationally for state school. Medicine & Engineering are among the most popular courses in terms of our leavers' destinations.

We provide expert support for all of those students who wish to apply for courses with specialised application processes, including universities abroad. At the same time, each year we have students who want to explore alternatives to university. They receive bespoke support from our careers specialists. Degree apprenticeship courses with top firms are proving to be increasingly attractive destinations for our students: Atkins Engineering, Dyson, KPMG and the Civil Service have all taken on Colyton students in recent years.



Kings College, Cambridge University

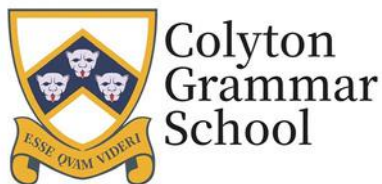
Year 12 students undertake a work experience placement in the Spring Term. We support them to secure an interesting, rewarding, placement, which reflects their future ambitions.

Recent placements for instance, have included the House of Commons, Manchester Royal Infirmary, the Met Office and shadowing an international civil rights attorney. The build-up to work experience involves research and reflection on previous placements, and we also ensure that students evaluate their experience in depth, linking what you have learnt to their career planning.

There is also an annual programme of careers talks and presentations delivered by guest speakers, many of whom are Colyton alumni, returning to inspire younger generations of students.



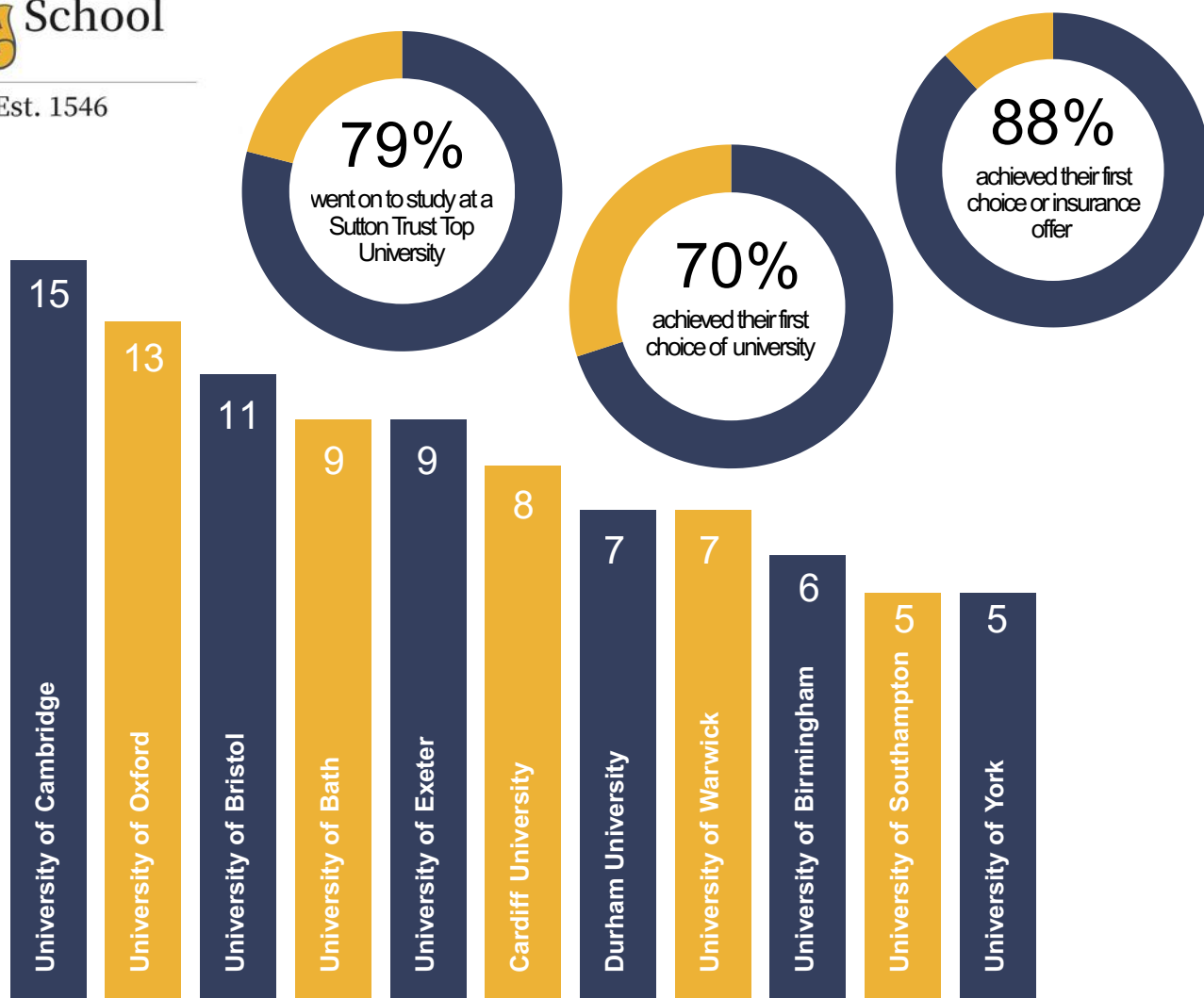
University of Southampton School of Medicine,



Colyton
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School

Est. 1546

Destinations 2025



28 students accepted to study at
Oxford and Cambridge



10 students accepted to study
Medicine, Veterinary and Dentistry



2 students accepted to degree
apprenticeships

Entry Requirements

The minimum entry requirements for the Colyton Grammar School Sixth Form are the same regardless of whether you are already a student at the school or if you would like to apply to join us from another school.

You will be required to achieve a minimum of 54 points from your best eight GCSEs (or equivalent) including at least grade 5 at GCSE in English and Maths or a DfE recognised equivalence.

The school will require a GCSE grade of at least grade 7 in any subject to be studied at A Level. The exception to this is that grade 8 is required in Mathematics to study Further Mathematics and grade 7 in Mathematics to study Physics.

No more than three Science GCSEs, one Maths GCSE and one PE GCSE may count towards the best eight subjects. For details about application for a place in Colyton Grammar School Sixth Form, scan the QR code or visit the school website:



◀ **Scan to find out how to apply**
or visit

colytongrammar.com/95/admissions



Choosing the Right A Level

Our advice to students about A Level subjects is to choose subjects that they enjoy, are good at and will give them the best chances of success in realising their future ambitions.

Firstly, students need to be confident that, in each of their chosen subjects, they have the ability to deal with a level of intellectual challenge which is often very different to that of GCSE.

Most students will be thinking of going on to university and will want to secure a place on a competitive degree programme. These courses increasingly stipulate requirements in terms of three top grades at A Level. Trying to achieve those grades in subjects that students are not suited to can be an extremely challenging task; and, in some cases, can be impossible.

It is, therefore, vital that students choose subjects which give them the best chance of achieving strong grades. Choosing a subject solely on an assumption that employers and/or universities favour it, can be misguided.

Secondly, if a student enjoys a subject, they are more likely to get something out of studying it.

At A Level, students will devote a much greater amount of time and effort every week to each subject than they have been used to at GCSE. We hope that students' interest and success in their subjects will be inspired by what they encounter in lessons. Each student will stand a greater chance of this inspiration and success if they choose A Levels to which they are well-suited.

Please note that timetabling and staffing decisions are made on the basis of the subject choices students submit in January. While we will accommodate subsequent requests for changes where possible, the structure of the timetable may mean that we are unable to do so.

Requests for changes after the January deadline should be made immediately following GCSE results.

Careers and A Level Choice

Students should think about their ambitions for university and studies beyond school, and for future careers when choosing subjects. Certain degree courses will require specific A Level subjects. If a student thinks they know what they want to study at university, then it is advisable for them to check the university application website (UCAS.com) which provides information on entry requirements for specific degree courses.

However, it is also worth bearing in mind that many students who encounter problems at A Level, say that they regret choosing a subject because of a career path and have since realised is not the right one for them. Is engineering really the right path for someone who does not enjoy maths, or medicine for someone who has found Chemistry a struggle at GCSE?

Information and Guidance

Both students continuing to A Levels from Year 11 at Colyton Grammar School and those joining us in the Sixth Form, are invited to a meeting with a member of the Senior Leadership Team to discuss their future ambitions and potential subject choices, and to receive advice and guidance.

Students are reminded that they can ask the teachers that have taught them at GCSE for advice on how they would fare with an A Level in a related subject. It is important that they have checked out the syllabus content, through looking carefully at the pages in this prospectus, but also by following up any questions with relevant staff.

Help can also be obtained from the Sixth Form Team in the Study Centre.

Subjects

A photograph of two students in a classroom. On the left, a young man with curly brown hair, wearing a dark blue polo shirt with a yellow stripe on the sleeve, is smiling and looking towards the right. On the right, a young woman with curly brown hair and black-rimmed glasses, wearing a light blue and white striped button-down shirt, is also smiling and looking down at a laptop. The background shows a classroom setting with desks, chairs, and a framed picture on the wall.

“ Subject leaders are passionately committed to their subjects. ”

OFSTED

Course Aims

This is a dynamic and wide ranging course that allows you to explore further the wonders of the living world. It extends the material covered at GCSE to give insight into the workings of systems in living organisms, and how all of life is interconnected. The opportunity for practical study is extensive, as the course lends itself to learning through experimentation, and some time is also spent carrying out field work.

Syllabus Content

Module 1: Development of Practical Skills in Biology

Module 2: Foundations in Biology

- Cell structure
- Biological molecules
- Enzymes
- Membranes
- Cell division, diversity & organisation

Module 3: Exchange and Transport

- Exchange surfaces
- Transport in animals & plants

Module 4: Biodiversity, Evolution and Disease

- Communicable diseases, disease prevention and the immune system
- Biodiversity
- Classification & evolution

Module 5: Communication, Homeostasis and Energy

- Homeostasis
- Liver & kidneys
- Neuronal & hormone communication
- Plant and animal responses
- Photosynthesis
- Respiration

Module 6: Genetics, Evolution and Ecosystems

- Cellular control
- Patterns of inheritance
- Manipulating genomes
- Cloning and biotechnology
- Ecosystems
- Populations and sustainability

Assessment

It is examined in three written papers totalling six hours with the first two focusing on specific areas of the course, and the final paper being synoptic.

The course includes a 'Practical Endorsement' which is 'pass or fail'. To achieve a pass, you are expected to write up your practical work in which you will demonstrate key practical skills presented in a clearly organised folder.

	Duration	Weighting
Biological Processes	2 hours 15 minutes	37%
Biological Diversity	2 hours 15 minutes	37%
Unified Biology	1 hour 30 minutes	26%
Practical Endorsement in Biology	Non-Exam Assessment	Pass/Fail

Suitability

Biology has always sat well with other science subjects, but is equally viable as a sole science.

You should enjoy the challenge of learning a lot of material and be aware we do cover a significant amount of Biochemistry. You are also expected to complete mathematical tasks equivalent to Level 2 (GCSE and above) as part of your skills.

At Colyton we like to emphasise the importance of practical work and you will cover a great number of practicals that will develop your microscopy skills, observational drawing, experimental technique and manipulation of scientific equipment.

Chemistry

Exam Board: Edexcel 9CH0

Course Aims

Chemistry is an exciting and rapidly changing subject, crucial to understanding many of today's global issues. This course will enable you to develop a wide range of skills (communication, numerical, problem solving and practical skills).

Chemistry fosters a scientific methodology that will promote your ability to work constructively with other scientifically minded individuals. For example, chemists work with biologists to better understand the fundamental interactions between the molecules that drive the processes of life, with physicists and engineers to make new materials which are changing how we live and work and with environmental scientists to address key global challenges such as pollution and climate change. There are large amounts of practical work in the course to help develop skills and knowledge through practical chemistry, linking observations and measurements to theory.

Syllabus Content

The course consists of 19 topics, covering the key elements of organic, inorganic and physical chemistry.

Inorganic

Chemistry of groups 1, 2 and 7 and of the transition elements.

Organic

The chemistry of carbon, covering alkanes, alkenes, alcohols, halogenoalkanes, carboxylic acid derivatives, benzene derivatives, nitrogen containing molecules and conversions between different types of molecule. This is supported by work on analytical techniques

Physical

Atomic structure, material structure and chemical bonding, calculating the amount of substance, redox reactions, rates of reaction, equilibria, including acid-base equilibria and energetics

Assessment

The three written papers taken at the end of Year 13 are as follows:

	Duration	Weighting
Paper 1 Advanced Inorganic and Physical Chemistry	One hour 45 minutes	30%
Paper 2 Advanced Organic and Physical Chemistry	One hour 45 minutes	30%
Paper 3 General and Practical Principles in Chemistry	Two hours 30 minutes	40%

Suitability

You will gain most from the course if you are curious about how the world around you works. Numerical proficiency is important and while A Level Maths is not required it is certainly beneficial.

You will need to be comfortable with GCSE Maths concepts such as algebraic manipulation, standard form and indices and be open to learning new techniques like the use of logs. Being able to think logically, solve problems and enjoy practical work are also important qualities for someone considering taking the subject A Level.

Course Aims

Computer science is changing our lives at a rapid pace. This course gives a strong theoretical background to how computers work and communicate and how to design algorithms and programs that make use of them. It considers technological innovations and their social and ethical impact. The course mixes theoretical understanding with practical experience that will allow you to develop your understanding. The non-exam assessment project allows you to explore an area of interest to you personally and go beyond the specification.

Syllabus Content

Programming

Gain an understanding in programming using structured and object orientated approaches.

Data Structures

Understand how to create a range of data structures including arrays, stacks, queues, graphs and trees

Algorithms

Understand and be able to implement key algorithms and compare their Efficiency; including searching, sorting, traversal and pathing algorithms.

Theory of Computation

Gain an theoretical understanding of problem solving as what computer is and what is computable (and what is not)

Data Representation

Gain an understanding of how numbers, including real numbers, are represented and how those represent all other data

Computer Systems

Understand how hardware and software relate

Computer Organisation and Architecture

Gain a detailed understanding of how computers work.

Consequences of Uses of Computing

Able to consider the impact that developments in technology are having on moral and cultural values

Communication and Networking

Understand how computers communicate and build networks and servers.

Databases

Understand relational data bases and SQL

Big Data

Understand what it is, the unique challenges it poses and how these are overcome

Functional Programming

Understand what it is and be able to write simple programs using it.

Assessment

All assessments, including two formal exams, are conducted in Year 13.

	Duration	Weighting
Paper 1 Computer based questions - Programming and Data Structures	Two Hours 30 minutes	40%
Paper 2 Paper based questions	Two Hours 30 minutes	40%
Problem Solving or Investigative Project	Non-Exam Assessment	20%

Suitability

This course is suitable for you if you have interest in technology and technological innovations. We also encourage students who are naturally inventive.

You should enjoy and be good at maths and have an aptitude for problem-solving. While A Level Maths is not required, it is certainly beneficial.

Course Aims

This course promotes your enjoyment of and an interest in drama and theatre, both as a participant and as an informed member of an audience.

It seeks to develop your imagination, foster your creativity, broaden your experience and promote your personal and social development. Through a range of play texts, exposure to influential practitioners, workshops and self-devising activities, you will be given the opportunity to extend and refine communication skills as well as widening your creative response and developing technical and practical expertise.

You will partake in a wide range of theatrical experiences as an actor, designer, director and an audience member. As well as recognising the ways in which theatre communicates dramatic meaning, we aim to also develop your appreciation of the significance of social, cultural and historical influences on theatre practice.

Syllabus Content

Component 1

A written exam which consists of four essay based questions. You will be expected to demonstrate your knowledge and understanding of drama and theatre. In preparation for the exam you will study two set texts and will answer questions based on these. You will also have seen and critically evaluated a live performance and there will be a final question which asks you to analyse this work.

Component 2

A practical unit which is about the development and performance of a self-devised piece of theatre. The work will be influenced by at least one key practitioner and a percentage of the marks awarded will come from a working notebook that gives an insight into the process of creating the work. This component is marked by a teacher-examiner and moderated by the exam board.

Component 3

A practical unit which asks you to explore and interpret three extracts from three separate plays. The third extract will be performed to an external examiner and will count for 20% of the A Level grade. You will also be asked to prepare a reflective report based on your work with all three texts.

Assessment

	Duration	Weighting
Component 1 Drama and Theatre	Three hours	40%
Component 2 Creating Original Drama	Practical	30%
Component 3 Making Theatre	Practical	30%

Suitability

You will need to have an interest in the ways in which meaning is constructed and conveyed to an audience. You should be prepared to work collaboratively as well as be confident enough to participate practically in lessons, both as an individual and as part of a group.

You should be imaginative, creative and enjoy analysing and evaluating both your own work and the work of others. The skills you develop will be useful not only in drama, they are transferable to the work place, whatever you go on to do in future.

Course Aims

Economics is a social science that studies how we make choices about using the resources that we have and the impact of these choices on each other. The basic economic problem is that our human wants are potentially infinite, but we have a limited range of resources at our disposal. Recent events, including the pandemic, Black Lives Matter movement, and climate change have exposed our ability to make decisions that can sustainably meet the needs of people and the environment.

This course will enable you to develop an understanding of a wide range of economic concepts, from different perspectives, and the ability to use these to clarify, debate and propose solutions to economic problems. If you want to debate these economic issues and enjoy keeping up to date with national and international current affairs, then this is the subject for you!

Syllabus Content

Theme 1: Introduction to Markets and Market Failure

- The nature of economics
- How markets work
- Market failure
- Government intervention

Theme 2: The UK Economy – Performance and Policies

- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic objectives and policy

Theme 3: Business Behaviour and the Labour Market

- Business growth
- Business objectives
- Revenues, costs and profit
- Market structures
- The labour market
- Government intervention

Theme 4: A Global Perspective

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macroeconomy

Assessment

	Duration	Weighting
Paper 1: Markets and business behaviour (Themes 1 and 3)	Two hours	35%
Paper 2: The national and global economy (Themes 2 and 4)	Two hours	35%
Paper 3: Microeconomics and macroeconomics (Themes 1 to 4)	Two hours	30%

Suitability

Economics would be suitable for you if you enjoy thinking through arguments logically, using and interpreting data to analyse problems, discussing alternative courses of action, and suggesting solutions to real world problems that are based on a robust understanding of economic theory.

The most successful students constantly seek out links between the theory learned on the course and what is happening in the real world, as well as other subjects. Economics is an inter-disciplinary subject that links with social sciences such as business, geography, history, politics, psychology and philosophy, as well as maths, the natural sciences and many more.



“Join the sixth form! The support when applying to university is really amazing.”

Sixth Former who joined from
Axe Valley Academy

English Literature

Exam Board: Eduqas A720QS

Course Aims

The primary aim of the English Literature course is to help you develop a deep knowledge and understanding of great works of literature.

You will gain the ability to interpret texts with insight, and to express your ideas with clarity and flair. However, no work of literature exists in a vacuum, and, through studying literary texts, you will also consider elements of history, philosophy, social sciences, psychology, drama and art, gaining an appreciation of how these cultural elements are intertwined.

By doing so you will develop the ability to critically interpret not just works of literature, but the world in which you live.

Syllabus Content

A Level English Literature explores a very wide range of literary texts. It goes far beyond the somewhat prescriptive GCSE syllabus, developing creativity and independence.

There is an emphasis upon you developing your own personal literary interests, for example by reading around the set texts, and writing your coursework essay on novels you have read independently.

The course is supported by a rich co-curricular programme, including visiting speakers, writing workshops and visits to the theatre.

Suitability

Whenever members of the English Department are asked “Would I enjoy doing English A Level?” we always reply: “Do you enjoy reading?” If the answer is yes, then this is the course for you.

The most successful students are those who read independently for pleasure. If you are excited by the prospect of reading a wide variety of challenging texts – re-reading and exploring them in depth and discussing your ideas with others - then you will thrive in the small group discursive environment of this A Level.

Assessment

	Duration	Weighting
Component 1: <i>The Merchant's Prologue and Tale</i> ; Poetry of Thomas Hardy and T.S Eliot	Two hour written exam	30%
Component 2: A. Shakespeare play B. Two non Shakespeare plays	Two hour written exam	30%
Component 3: Unseen texts	Two hour written exam	30%
Component 4: Prose study	Coursework	20%

Extended Project Qualification

Exam Board: WJEC 9500 03

Course Aims

The Extended Project Qualification (EPQ) is a Level 3 qualification, it has grown to be an important part of the post-16 curriculum with over 35,000 entries in 2025.

The EPQ offers the opportunity for you to:

- Develop a knowledge and understanding of a specific topic.
- Develop as an independent, self-evaluative learner by improving and reviewing your own learning and performance.
- Develop your planning, research, critical thinking, analysis, synthesis, communication and presentation skills.
- Demonstrate initiative, creativity and flexibility in responding to challenges and in applying new technologies, where appropriate.
- Support your personal aspirations for higher education and employment.

Syllabus Content

The EPQ allows you to pursue a research topic of your choice; a freedom which is seldom to be found in traditional A Level specifications.

You may decide that your EP should be closely related to your chosen university course. This can be a useful tool in helping you to write your UCAS Personal Statement and may also help you to demonstrate real enthusiasm for your chosen degree subject at interview. However you may decide to develop a project outside of your academic programme and you can now also complete a taught EPQ in Cyber Security.

Although the majority of projects submitted tend to be the traditional 5,000 word dissertation format, this is not exclusively so as diversity is a key element of the EPQ philosophy. As such, live performance, film, software creation, design portfolio and other artefact-based projects are all valid alternative formats. In recent years, students have completed very varied projects from a wide range of subject areas.

For example:

- To what extent was government policy responsible for the Great Depression?
- Is de-extinction a viable strategy to maintain global diversity?
- Research, design and manufacture a multi-axis camera gimbal
- Should the rationale behind Sarah's Law be accepted?
- Research, design and manufacture three scale models that demonstrate reciprocating motion for application in mechanised forging hammers
- To research, write and publish a children's story book around the theme of colours

Assessment

Projects are to be completed by the end of the Autumn term of Year 13. Each project is marked internally out of 100 and is then subject to external moderation by the exam board. There is no separate examination.

The EPQ suits students who want to be strong independent learners, capable of detailed planning and organisation; skills that are so important for success at university and in later life. It can also be a useful insurance policy in securing their desired university course.

Increasingly universities are including the EPQ in their UCAS offers with an A/A* grade in the EPQ leading to a lower A Level grade requirement. The EPQ, as an A Level standard qualification, is now worth more than a traditional AS: an A* grade in the EPQ now carries 28 UCAS tariff points compared to a maximum of 20 for an AS grade 'A'.

Further information is available from Mrs Lester, the Centre Coordinator for the EPQ.

Course Aims

Painting, Ceramics, Photography, Print, Illustration, Mixed Media and Sculpture are offered in our purpose-built Art Centre by both teachers and technicians who specialise in a broad range of art disciplines. The A Level course looks to foster and develop each individual's creative talent. We aim to give them the guidance and confidence to explore a wide range of media, approaches and scales, alongside a deeper understanding of critical and contextual art studies.

As a department, we offer extensive support (with lunch time and after school drop-in sessions) which provide additional opportunities to engage in one-to-one tutorials and also the space in which to work during study periods. Each year, students have the opportunity to attend a day-long life drawing class and get involved with collaborative projects with the wider community, as well as visiting galleries both at home and abroad. During 'Belonging Week' (end of Year 12), we offer an Art and Architecture trip to Paris, spending the time drawing within all the major galleries that this fantastic capital offers. Each student is encouraged to also participate within the National Gallery 'Articulation' competition to develop their own, more personal appreciation of an aspect of the world of Art.

Developing the ability to create personal judgements and responses from the work of others is an important aspect of the course. This, in turn supports and develops the students' own concepts and ensuing practical work. During the A Level, they will be regularly asked to research various aspects of art history/contextual studies. For such, we will encourage them to read more broadly around historical and contemporary Art practice, in order to foster a growing appreciation and understanding of the broader Art world. The art of keeping a sketchbook, which maps the progress of their ideas is also vitally important and an integral part of both components of the course. It supports the portfolio and interview requirements for future courses and/or careers. One to one support and practical advice is given to students in relation to enabling them to successfully follow their future education and career. Each student will also be directed and helped to exhibit their own body of work, both in and out of school, including their final 'art' show.

Syllabus Content

Component 1

Our year starts with an introductory, exploration unit of coursework which is designed to cover and strengthen the key skills. The unit is based on figurative oil portrait painting, printing (monoprinting and drypoint etching), colour theory, digital photography and Photoshop editing. From Easter (Year 12): The theme/title for the second unit is their own choice. Within this coursework element, we encourage students to develop and mature as an individual artist and as such, to pursue their own self-directed concepts using their chosen media, artists and techniques. A paralleling written personal study (dissertation of 3,000 words) is also required within this component.

Component 2

The Externally Set Assignment is released at the beginning of February - this provides a broad 'umbrella' title from which they have to creatively respond. The students then have a three month period in which to work in their own media, investigate their chosen artists and pursue their own creative direction. This culminates in a 3 day (15 hour) exam. Throughout this period, we support each student individually to achieve their full potential in both their preparatory work and ESA (exam).

Assessment

	Duration	Weighting
Coursework This includes all Year 12 and 13 work: any enrichment work, the 3000 word dissertation. All work from practical lessons and the mock exam	Coursework	60%
Exam preparation starts on the 1 st February (of Year 13)	15 hour art exam (Externally set Assignment)	40%

French

Exam Board: Edexcel

Course Aims

We aim to develop your enthusiasm for learning languages. Studying French at A Level is interesting, varied and gives you a broad range of practical and academic skills.

It can also open doors for you in the future and give you the linguistic proficiency and confidence to consider spending time travelling, studying and working abroad. To meet these aims, in addition to the core curriculum outlined below, your speaking skills are supported by a weekly session with a Foreign Language Assistant who is a native French speaker, giving you the opportunity to master the accent and expand your vocabulary and grasp of idiom.

We also run a Work Experience Exchange in Brittany, giving you the opportunity to experience everyday family and working life in France whilst improving your confidence in the language enormously.

Syllabus Content

Key topic areas include:

- Relationships, youth trends, educational and employment opportunities
- Diversity and difference
- Contemporary youth culture
- France 1940-1950: The Occupation and post-war years

In addition to these topic areas, the Independent Research Project (examined as part of the Speaking exam) allows you to choose an area of genuine personal interest not otherwise covered by the specification and, through independent study, broaden your knowledge and appreciation of a topic that really interests you.

You also have the opportunity to explore the artistic culture of the language in more depth, studying and engaging critically with *L'Étranger* by Albert Camus and the film *Les Intouchables* or *Au revoir les enfants*.

This allows you to develop an appreciation of sophisticated and creative uses of the language and understand them within cultural and social context.

Assessment

Speaking exam which involves some spontaneous response and discussion of the topic you have chosen and prepared for your Independent Research Project. Listening, Reading and Translation exam which covers the topics listed.

Written exam in which you have to write two essays on two of the works (books and films) you have studied.

	Duration	Weighting
Speaking	20 minutes	30%
Listening, reading and translation	Two hours 30 minutes	50%
Writing	Two hours	20%

Suitability

The most successful French A Level students are enthusiastic about language learning as both an academic discipline and a practical, communicative skill.

That means they enjoy studying grammar and learning vocabulary, but they are also keen to communicate and apply their knowledge in the real world.

It helps if you have some interest in aspects of the history, society or culture of France or French-speaking countries, and some interest in studying and analysing literature and film would be an advantage (though this only counts for 20% of the qualification).

Geography

Exam Board: Edexcel 9GE0

Course Aims

Your A Level Geography course will cover both the physical and human environments and the complex interaction of processes that shape our world.

It will also, importantly, show the applied side of the subject how human intervention affects the environment and how people adapt and mitigate the effects of processes on their environment. This is complex and dynamic and varies from place to place depending on people's resources, technology and culture.

There is plenty of room for discussion and extended research which will help you become an independent thinker and learner.

Syllabus Content

Dynamic Landscapes – Physical Geography

- Tectonic processes and tectonic hazards
- Landscape systems, processes and change
- The water cycle and water insecurity
- The carbon cycle and energy security

Dynamic Places – Human Geography

- Globalisation
- Shaping places
- Superpowers
- Global development and connections

Fieldwork and Residential

Students will complete 4 days of local fieldwork in locations such as Bristol, Dawlish, Budleigh and Exeter as well as have the opportunity to participate in a residential in Iceland in January 2027.

Assessment

You will be assessed through a combination of coursework (20%) and written exam (80%). Fieldwork is also an essential part of studying Geography and allows you to apply your knowledge and understanding in a practical way. The A Level course will require you to undertake a minimum of four days field work.

Suitability

You do not need to have studied GCSE Geography in order to take it as an A Level. However, you will benefit from having an interest in the world around you.

Geography will appeal to you if: you are curious about the world's places, peoples and environments; you like asking questions and finding answers; you are interested in local, regional and global issues and you have the ability to think independently. Geography is a broad based subject, covering both arts and science components.



Course Aims

Studying German at A Level is interesting, varied and gives you a broad range of practical and academic skills. It can also open doors for you in the future and give you the linguistic proficiency and confidence to consider spending time travelling, studying and working abroad. To meet these aims, in addition to the core curriculum outlined below, your speaking skills are supported by a weekly session with a Foreign Language Assistant who is a native German speaker, giving you the opportunity to master the accent and expand your vocabulary and grasp of idiom. With our partner school, Gymnasium Eckental in Bavaria, we also offer you the opportunity to experience everyday family and working life as part of a Work Experience Exchange, giving your confidence in the language a significant boost.

Our prestigious 'PASCH' partnership with the Goethe-Institut (as one of only four schools in the UK to be awarded the honour) also gives us numerous enrichment opportunities, from multilingual concerts and theatre visits to foreign language careers fairs as well as access to the resources and expertise of the Institut itself.

Syllabus Content

Key topic areas include:

- Relationships, youth trends, educational and employment opportunities
- Diversity and difference
- Contemporary youth culture
- The making of modern Germany: 1989 onwards

In addition to these topic areas, the Independent Research Project (examined as part of the Speaking exam) allows you to choose an area of genuine personal interest not otherwise covered by the specification and, through independent study, broaden your knowledge and appreciation of a topic that really interests you.

You also have the opportunity to explore the artistic culture of the language in more depth, studying and engaging critically with *Die Verwandlung* by *Der Besuch der Alten Dame* by Friedrich Dürrenmatt and the film *Das Leben der Anderen* that is set in communist East Berlin.

Assessment

Speaking exam which involves some spontaneous response and some discussion of the topic you have chosen and prepared for your Independent Research Project. Listening, Reading and Translation exam which covers the topics listed above. Writing exam in which you have to write two essays on the works you have studied.

	Duration	Weighting
Speaking	21 to 23 minutes	30%
Listening, reading and translation	Two hours 30 minutes	50%
Writing	Two hours	20%

Suitability

The most successful German A Level students are enthusiastic about language learning as both an academic discipline and a practical, communicative skill. That means they enjoy studying grammar and learning vocabulary, but they are also keen to communicate and apply their knowledge in the real world.

It helps if you have some interest in aspects of the history, society or culture of Germany or German-speaking countries, and some interest in studying and analysing literature and film would be an advantage (though this only counts for 20% of the qualification).



“ Go for it, the support is great and the people there are amazing, what more could you want? ”

Sixth Former who joined from Wellington School

Course Aims

A Level History at Colyton aims to foster a lifelong love for the discipline through a rich and varied curriculum. The course touches on a wide range of international episodes beyond the immediate content that have each helped to shape the world that we know today. For example, through the window of German History, you will touch on the global crises of the First and Second World Wars as well as the epoch-defining Cold War that influenced so many aspects of social, political and intellectual life in the second half of the twentieth century. Through the Modern British History component, you will study transnational themes such as the Suez Crisis, the Vietnam War, the Trouble of Northern Ireland and the so-called 'War on Terror' that has shaped so much of our post 9/11 world.

The final component is the Personal Study, a 4500 word essay that students complete on the subject of the witch craze in Early Modern Europe and New England. Students will study this topic throughout Year 12, exploring the social tensions, religious changes and political upheaval that contributed to the persecution of thousands of innocent people.

With each component exploring its respective areas of focus from a social, economic, political and cultural perspective, we believe that the course has more than enough to satisfy all types of historical appetite. You can expect to make rapid progress with the evaluation and interrogation of primary and secondary evidence; the carrying out of independent research; the conducting of debates and oral presentations; the delivery of effective extended writing; and the analysis and synthesis of a wide range of stimulus material.

Syllabus Content

Component 1

The Breadth Study: The Quest for Political Stability: Germany, 1871–1991

Component 2

The Depth Study: The Making of Modern Britain, 1951-2007

Component 3

The Personal Study: A historical investigation/coursework based on the topic of the witch craze.

Assessment

	Duration	Weighting
Components 1 & 2: source-evaluation and essay	Two, two hour 30 minute written exams	40% (80% in total)
Personal Study: a 3500-4500 word coursework	Non-Assessed Exam	20%

Suitability

History is for anyone who has a genuine interest in the subject. Beyond this basic requirement, we firmly believe that we can develop in you all the remaining attributes that you will need.

However, you might also like to consider if you enjoy engaging in discussion and debate; if you are competent with extended writing and if you will relish the chance to take on challenging ideas, concepts and content. As the department believes strongly in creating out-of-school learning opportunities, you should also be keen to study the subject both inside and outside of the classroom.

IB Diploma Programme (DP) Mandarin B Standard Level (SL)

Course Aims

By developing student's receptive, presentation and interactive communication skills, the course enables students to acquire the necessary language skills and multicultural understanding so that they can communicate successfully in a Chinese environment.

The curriculum is designed to develop students' language skills as well as their cross-cultural comprehension and international outlook.

Syllabus Content

Key topic areas include:

- Identities - E.g.: lifestyles, subcultures, beliefs and values
- Experiences - E.g.: life stories, customs and tradition, migration
- Human Ingenuity - E.g.: media, art, science and technology
- Social Organisation - E.g.: social relationships, education and work
- Sharing the Planet - E.g.: globalisation, the environment

Assessment

External assessment - paper 1 writing and Paper 2 Listening Comprehension and Reading Comprehension

The writing assessment tests your ability in using a variety of text types, appropriate language, register and format.

For the listening comprehension, you will be presented with three audio passages, and for the reading comprehension with three written passages. Both assessments cover topics drawn from the five themes listed above.

Internal Assessment - individual oral assessment (conducted by the Mandarin teacher at Colyton)

The oral assessment is internally set and assessed but externally moderated. It assesses your interactive skills in Mandarin with appropriate language, structures and register. You will carry out a conversation with your teacher, based on a visual stimulus, followed by discussion based on an additional theme.

External assessment (3 hours) - 75%
Paper 1 - writing (1 hour 15 minutes) - 25%
Paper 2 - listening and speaking (1 hour 45 minutes) - 50%
Internal assessment - oral skills - 25%

Suitability

The IB DP Mandarin Standard Course are for those who are not only interested in the Chinese language but also wish to be aware of events in all Chinese speaking societies around the world.

The five themes for the IB course are contemporary and will allow students explore the varied cultures, tradition, current affairs in those countries. In addition, the IB mission will also provide an opportunity for the students to prepare for a global future involving the Chinese diaspora.

Please note, this qualification must be taken alongside three A Levels, in the place of the Extended Project Qualification.

Course Aims

In the Maths course we aim to enable you to:

- Read, understand, analyse and criticise mathematical argument
- Use the language and notation of Mathematics clearly as a means of communication and of problem solving
- Develop an appreciation and enjoyment of Mathematics
- Acquire the skills needed for the study of Mathematics and other related subjects in Higher Education

Syllabus Content

There are three overarching themes in this course:

1. Mathematical argument, language and proof
2. Problem solving
3. Mathematical modelling

As far as possible, topics are related to real life examples but, by comparison with GCSE, A Level Mathematics is still quite an abstract subject. The themes will be used as a structure to develop skills in Core Maths, Mechanics and Statistics.

Core Maths will extend and develop GCSE work on algebra, trigonometry and series. Surds and indices are extended, including the relationship between logarithms and indices. Differential and integral calculus are new key ideas that are introduced. This is then taken further and students construct differential equations and learn how to solve them. The idea that not all equations can be solved precisely is explored and students will be introduced to the idea of numerical methods, finding approximate solutions to equations.

The Mechanics content deals with physical forces and their relation to motion and equilibrium in one and two dimensions. Motion is explored under the conditions of both constant and variable acceleration.

For general motion the link to calculus in the Core Maths content is made clear. Newton's Laws of motion are developed and used to solve a variety of problems involving single and connected particles. The idea of moments is introduced.

The Statistics content develops the skills learnt at GCSE, especially the work on representing and interpreting data and probability. Statistical distributions e.g. Normal and Binomial distributions are introduced. Students explore hypothesis testing, including null hypothesis, alternative hypothesis, significance levels, and 1 and 2 tail tests.

Assessment

The course will be assessed at the end of Year 13 as follows:

	Duration
1 Pure	Two hour written exam
2 Pure and Statistics	Two hour written exam
3 Pure and Mechanics	Two hour written exam

Suitability

This course is suitable for students who enjoy maths, both its practical applications as well as its more abstract nature. Students should be keen to develop their understanding of how to apply maths, be logical thinkers and imaginative in their approach to the subject.

It should be noted that some students with excellent GCSE grades find it difficult to make the change to this way of thought, so you should seek advice from your teachers as to whether you are likely to enjoy and succeed at this course.

Course Aims

Further Maths offers opportunities to:

- Extend A Level work on mechanics, statistics and calculus techniques
- Engage with concepts of abstract algebra and learn how pure mathematics develops after A Level

Further Maths provides an excellent foundation for any Mathematics degree course. Many maths related courses (e.g. Engineering, Physics, Economics, Computing, etc.) are asking for students to have studied Further Maths to at least AS Level. If you are considering moving into these areas of study it is worth researching this further.

Syllabus Content

The core content (50% of the course) will build on the work developed in the Maths A Level course, particularly further use of calculus and differential equations.

In addition, some new topics will be introduced (complex numbers, matrices, hyperbolic functions, polar coordinates).

The remaining 50% of the course will be made up of further development of Core Maths and applied Maths, building on the work started in the main A Level.

Assessment

The course is assessed at the end of Year 13 as follows:

	Duration	Weighting
Pure Maths	Two one hour 30 minute written exams	50%
Applied Maths	Two one hour 30 minute written exams	50%

Suitability

In addition to the criteria set out for Maths, you should relish the opportunity to explore and be challenged beyond the level offered by A Level Maths.

To be a successful Further Maths student you will need to have excellent independent study habits and be prepared to discuss your work with staff and their peers outside of lessons.

To study Further Maths, an 8 or 9 grade at GCSE is vital, together with a serious expectation of an A grade or better at A Level Maths. You must have good algebraic skills and be prepared to work to improve them.

Course Aims

- To offer a broad and coherent course of study
- To develop performing, composing skills
- To develop musical communication
- To develop appraising skills and be able to reflect critically and make personal judgements about our own and others' music.

Syllabus Content

For components 1 and 2, students choose either Option A or Option B. Option A has a larger focus on performing whilst Option B has a larger focus on composing.

Performing (Option A 35%, Option B 25%)

Developing individual and ensemble skill, how to practise effectively, improvisation. Preparation for performance to an audience including ways of addressing performance anxiety.

Composing (Option A 25%, Option B 35%)

Building a composer's vocabulary of musical techniques and ideas, understanding how particular effects are created and scored in a range of contexts, producing regular exercises in preparation for a longer complete piece.

Appraising

This component is designed to assess knowledge and understanding of music through three areas of study.

Choose one from:

- Area of Study A: The Western Classical Tradition (Development of the Symphony 1750-1990)
- Area of Study B: Rock and Pop
- Area of Study C: Music Theatre
- Area of Study D: Jazz
- Area of Study E: Into the Twentieth Century

Assessment

	Duration	Weighting
Performing	Option A: 10-12 minutes performance OR Option B: 6-8 minutes performance Non-Examined Assessment externally assessed by a visiting examiner	35% 25%
Composing	Option A: 2 compositions lasting 4-6 minutes Option B: 3 compositions lasting 8-10 minutes	25% 35%
Appraising	Two hour 15 minute written exam Questions – set work analysis with score Extended response on wider context (usually an essay) Unprepared extracts without a score Comparison questions	40%

Suitability

To study A Level Music, you should have GCSE Music or equivalent and be at least grade 5 standard or equivalent in performance.

You should also be committed to music making, have a willingness to understand how music works, and be prepared to listen and study music from different eras and genres.



“

I was delighted with my A Level results, and was able to use them to study my dream subject at my university of choice.

”

Sixth Former who joined from
The Woodroffe School

Course Aims

You will gain a comprehensive knowledge, sound understanding and proficiency relating to scientific, socio-cultural and practical aspects of physical education.

Syllabus Content

Course content areas include;

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology in physical activity and sport

Suitability

An enthusiasm and real passion for sport is required. You must be competent in your sport and be able to play/compete at a good level (i.e. club/country or higher).

You will be expected to continue to train outside of school throughout the course to further develop your performance. You will be required to gather video evidence of competitive performances in order to be assessed practically.

Assessment

There are two written exams equating to 105 marks each

	Duration	Weighting
Paper 1 - Factors affecting participation in sport (syllabus content 1, 2 & 3)	Two hour written exam	35%
Paper 2 - Factors affecting optimal performance (syllabus content 4, 5, 6 & 7)	Two hour written exam	35%
Questions will be multiple choice, short answer, and extended writing.		

There is also a practical assessment, worth 90 marks and 30% of the qualification, in which you will be assessed as a performer or coach in the fully recognised version of one sports activity. You will also be required to provide a written/verbal analysis of your performance.

Physics

Exam Board: AQA 7408

Course Aims

Physics is the study of the fundamental processes that govern the way our universe works. It also underpins our modern world; computer processors, electric cars, medical diagnostic techniques (MRI, PET, CAT scans), the structures and infrastructure our modern world is built around, and the clean energy that our world will rely on in the future – to name a few – all depend on an understanding of fundamental physical processes.

As well as gaining a good understanding of these processes, A Level Physics will help you develop a wide range of skills (for example; communication of complex ideas, analysis, numeracy, problem solving, attention-to-detail, critical evaluation). The subject's reliance on logical thought and analytical skills make it a good choice for those who are looking to develop these skills.

Syllabus Content

The course consists of twelve modules that are tested through three exam papers:

Module 1

Measurements and their errors

Module 2

Particles and radiation

Module 3

Waves

Module 4

Mechanics and materials

Module 5

Electricity

Module 6

Further mechanics and thermal physics

Module 7

Fields and their consequences

Module 8

Nuclear physics

Module 9

Turning points in physics

Assessment

The three written papers will be sat at the end of Year 13 and each paper can assess content from all six modules

	Duration	Weighting
Paper 1	Two Hour Written Exam	34%
Paper 2	Two Hour Written Exam	34%
Paper 3	Two Hour Written Exam	32%

You will develop an understanding and gain an experience of a range of practical skills and techniques during the A Level.

These will be used to assess whether you will be awarded a pass or fail for the practical endorsement component part of the course (reported separately from the A Level).

Suitability

If you have the following characteristics: curiosity about how the world around you works; numerical proficiency; ability to think logically and break a larger question down into smaller “bite size” pieces, you will enjoy this course. You must also enjoy problem solving and be prepared to develop your practical competence.

While A Level Maths is not required to study A Level Physics (but is certainly beneficial), you will need to be comfortable with GCSE Maths concepts such as algebraic manipulation, standard form and indices, as well as being open to learning new maths techniques (for instance, exponential functions).

Course Aims

A Level Politics at Colyton will give you a level of political awareness and insight that will serve you beyond the curriculum, as well-informed active citizens.

The tumultuous events of recent years shows us that the subject is now more relevant than ever and never has rigorous, academic reflection on the discipline been so important. With this in mind, our rich and varied curriculum will allow you to touch upon the most pressing political currents that are affecting the world today.

Through studying British politics, you will explore the on-going implications of leaving the EU and consider the extent to which civil liberties can be upheld against the backdrop of global terrorism.

Through the US politics component, you will reflect on the consequences of the Trump presidency for both the USA and the wider world and, through a study of political ideologies, you will be able to appreciate the modern manifestations of these philosophies in contemporary movements, such as the tide of nationalistic populism currently sweeping across Europe.

The subject can help you develop a far deeper understanding of the world that you are confronted with. You can also expect to make rapid progress with the conducting of debates and oral presentations; the delivery of effective extended writing; and the analysis and synthesis of a wide range of stimulus material.

Syllabus Content

The A Level Politics specification consists of the following three components:

Component 1

UK Politics (Democracy and Participation, Political Parties, Electoral Systems, Voting Behaviour and the Media) and Core Political Ideas (Conservatism, Liberalism and Socialism)

Component 2

UK Government (The Constitution, Parliament, Prime Minister and Executive, Relationships Between the Branches) and Other Political Ideologies (Nationalism)

Component 3

Comparative Politics (Comparing the Government and Politics of the UK with the US)

Assessment

All three course components are assessed through a two hour written paper that each accounts for one third of the final qualification. The exams for Components 1 and 2 are made up exclusively of essay questions, whereas the Component 3 exam contains both short and long-answer questions.

Suitability

Politics is going to appeal to you if you have a genuine interest in current affairs. Beyond this basic requirement, we firmly believe that we can develop in you all the remaining attributes that you will need.

However, potential students of the subject might also like to consider if they enjoy engaging in discussion and debate; if they are competent with extended writing and if they will relish the chance to take on challenging ideas, concepts and content.

The department believes strongly in creating out-of-school learning opportunities; so you should also be keen to study the subject both inside and outside of the conventional classroom context.

Course Aims

This course aims to give you an insight into what a psychologist does. It aims to give you a feel for running your own research and also analysing the data. Through study of psychological theory the course also aims to give you a deeper understanding of yourself and those around you. The last few years have shown us that there is unrest in society, mental health problems are on the rise, and our relationships with our families and friends have been impacted by separation. With this in mind, our varied curriculum will allow you to explore a range of psychological disciplines and link them to what you see in the world around you. There are exciting opportunities to participate in experiments. Throughout the course your scientific analysis skills will be developed as the course aims to make you more critical of the 'Psychology' we see every day. The course will also develop your written communication skills as you will learn how to create scientific essays and write up scientific reports.

Syllabus Content

Paper 1 - Introductory Topics

- Social Influence
- Memory
- Attachment
- Clinical Psychology and Mental Health

Paper 2 - Psychology in Context

- Approaches in Psychology
- Biopsychology
- Research Methods

Paper 3 - Issues, Debates and Options in Psychology

- Issues and debates
- Relationships
- Schizophrenia
- Aggression

Assessment

There are three two hour papers which you will sit at the end of Year 13.

Suitability

A good psychologist is an inquisitive and naturally critical person who does not accept all of the facts or information they are given.

A good psychology student is also someone who enjoys science and learning about anatomy. An aptitude for maths will help in statistical analysis but it is not essential.

The ability to construct essays with a logical, flowing argument is also a desirable skill as you will be required to critique psychological theory and evidence. Most important is a desire to understand the mind and behaviour of yourself and those around you better.

Course Aims

The general aims of this course are to develop an enthusiasm for a rigorous study of religion, religious philosophy and moral philosophy as a believer or non-believer, while treating the subject as an academic discipline. The course aims to use an enquiring, critical and empathetic approach to the study of moral and religious philosophy, as well as religion. You will acquire a knowledge and understanding of major issues and questions arising from philosophy and religion; for example, is there a God? Can euthanasia ever be justified?

What is the place of non-Muslims within Islam? This course aims to develop skills in investigation and analysis. It also develops skills in interpretation and evaluation of religious concepts, issues, ideas and the relevance of arguments. We also aim to develop your skills in communication, using reasoned arguments substantiated by evidence through discussion and written work. We also take students to conferences to discuss ethical and religious philosophy with academics and experts.

The department has established links with the University of Exeter who have accommodated our students by sending Postgraduate Muslims to enrich the learning of Islam at A Level. The course will give you a detailed knowledge of Islam, the fastest growing religion in the world, and one which is at the forefront of international news. This knowledge you build up through the A Level will be helpful in giving you further understanding of current affairs and politics, law, business, media, the military and the public services.

Syllabus Content

Religious Philosophy - Students study the traditional arguments for the existence of God, religious experience, the problem of evil, philosophical discussion of the attributes of God and religious language. Both theistic and atheistic philosophers are studied, for example Thomas Aquinas, Hume, Ayer and Augustine.

Moral Philosophy (Ethical studies) - This module involves a study of ethical theories. This involves a study of Natural Moral Law, Moral Relativism and Situation Ethics, Kantian Ethics and Utilitarianism. Students examine how the theories covered can be applied to practical ethics, for example; euthanasia, business ethics and sexual ethics. Also covered in this section of the syllabus are the role of conscience and meta-ethical theories.

Study of Islam - This module examines the foundations of Islam and the key beliefs. It also studies shariah law, Sufism, science and philosophy, gender equality, tolerance, justice and liberation and how Islam has responded to challenges from science, changing gender roles and multi-cultural societies.

Assessment

The A Level will be assessed by three examinations in Year 13, each of which will be two hours long.

Suitability

This subject will suit you well if you enjoy discussions, listening to the views of others and articulating your own views on some important philosophical issues.

It will suit you if you enjoy drawing out weaknesses in arguments and thinking of evidence to support your reasoning. It will suit you if you enjoy considering abstract concepts and grappling with them for example what does it mean to talk of timelessness?" It will suit you if you are an analytical or creative thinker.

Spanish

Exam Board: Edexcel

Course Aims

We aim to develop your enthusiasm for learning languages. Studying Spanish at A Level is interesting, varied and gives you a broad range of practical and academic skills. It can also open doors for you in the future and give you the linguistic proficiency and confidence to consider spending time travelling, studying and working abroad.

To meet these aims, in addition to the core curriculum outlined below, your speaking skills are supported by a weekly session with a Foreign Language Assistant who is a native Spanish speaker, giving you the opportunity to master the accent and expand your vocabulary and grasp of idiom. We also aim to run a trip to Spain giving you the opportunity to experience everyday family life in Spain whilst being immersed into Spanish culture and improving your confidence in the language enormously.

Syllabus Content

Key topic areas include:

- Social issues and trends: families and citizenship, personal identity, education and employment
- Diversity and difference: migration and integration, cultural identity, celebrating differences, discrimination and diversity
- Political, intellectual and artistic culture: regional culture and heritage in Spain, Spanish speaking countries and communities, media, art, film and music.
- The two Spains: 1936 onwards: El franquismo, Post-Civil War Spain, Spain – coming to terms with the past

The Independent Research Project (examined as part of the Speaking exam) allows you to choose an area of genuine personal interest not otherwise covered by the specification and, through independent study, broaden your knowledge and appreciation of a topic that really interests you. You also have the opportunity to explore the artistic culture of the language in more depth, studying and

engaging critically with “La Casa de Bernada Alba” by Federico García Lorca and the film “El laberinto del fauno” by Guillermo del Toro. This allows you to develop an appreciation of sophisticated and creative uses of the language and understand them within their cultural and social context.

Assessment

Speaking exam which involves some spontaneous response and discussion of the topic you have chosen and prepared for your Independent Research Project. Listening, Reading and Translation exam which covers the topics listed. Written exam in which you have to write two essays on two of the works (books and films) you have studied.

	Duration	Weighting
Speaking	20 minutes	30%
Listening, reading and translation	Two hours 30 minutes	50%
Writing	Two hours	20%

Suitability

The most successful Spanish A Level students are enthusiastic about language learning as both an academic discipline and a practical, communicative skill. That means they enjoy studying grammar and learning vocabulary, but they are also keen to communicate and apply their knowledge in the real world.

It helps if you have some interest in aspects of the history, society or culture of Spain or Spanish-speaking countries, and some interest in studying and analysing literature and film would be an advantage (though this only counts for 20% of the qualification).



“Everyone was always happy to help when I asked for directions, and to help me settle into the Colyton Sixth Form.”

Sixth Former who joined from
Sidmouth College



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