

**Exeter**  
School



**GCSE**  
**Courses**

2023-2025







# Welcome



Now that you are almost at the end of Lower Fifth (Year 9) I am sure that you are starting to formulate some ideas about the subjects you really love, which you are good at, and what you might be interested in studying when you move on to the sixth form or university. Indeed, what career you might want to do when you leave school.

Your GCSE years, which stretch ahead through Middle Fifth and Upper Fifth (Years 10 and 11), are the first time that you will make real choices about which subjects to study. This is an exciting time, and also an important one, and I hope that you will make these choices carefully and ask for advice and support as you do so.

Our curriculum is broad, balanced and leaves lots of choices open for the future. Coupled with all the fantastic enrichment activities that are on offer outside the curriculum to develop your character, you will be set for a fantastic time over the next two years.

Good luck!

A handwritten signature in white ink, which appears to be 'LS', followed by a long, sweeping horizontal line that tapers off to the right.

Ms Louise Simpson, Head  
[head@exeterschool.org.uk](mailto:head@exeterschool.org.uk)

# Welcome



Dear pupils and parents,

This booklet contains information designed to guide and assist you in choosing the subjects you wish to study in your Middle Fifth and Upper Fifth years (Years 10 and 11) at Exeter School.

In addition to studying several compulsory GCSE subjects, you will need to choose one modern foreign language and three optional subjects. As you face this important decision, I want to reassure you that we are here to give as much support as required. Within this booklet you will find general guidance about choosing options as well as details for each subject including topics covered and the form of assessment within your (I)GCSE exams in summer 2025. There is also information on some of the other courses and opportunities available to you in the coming years.

This booklet is issued to all our Lower Fifth (Year 9) pupils before the Christmas holidays to allow plenty of time for discussion before you need to make your choices in February. Your main point of contact within the school will be your head of house who will have a lot of experience in helping pupils pick the right courses for them.

For external pupils, this booklet will hopefully provide an insight into the subjects and wide-ranging activities that are on offer to our pupils during their GCSE years. Please keep in contact with the admissions team who will be able to assist you with any queries you might have.

Exeter School seeks to provide a well-rounded education where outstanding academic results are achieved and your potential in all areas continues to be developed. If you have any questions about option choices, or our GCSE provision in general, then please contact me on the email address below.

We look forward to welcoming you into this rewarding, exciting and important stage of your Exeter School education.

A handwritten signature in black ink, which appears to read 'James L. Wilson'.

Dr James Wilson, Deputy Head (Academic)  
[jlw@exeterschool.org.uk](mailto:jlw@exeterschool.org.uk)



# Choosing Your Subjects

This booklet will help you to find out more about the different subjects you can study at GCSE.

## CORE SUBJECTS

Here you will find details of the compulsory core curriculum subjects which you will study at GCSE. These are included to ensure that you are educated in a broad range of key academic skills, which will help prepare you for A Levels, an apprenticeship or employment and beyond. These include:

- English – this leads to two GCSEs: English language and English literature
- Mathematics
- Modern foreign language – one subject must be picked from French, German or Spanish
- Science – biology, chemistry and physics are taught separately, leading to two or three GCSEs

## OPTIONAL SUBJECTS

This section details the optional subjects from which you choose three. You should pick one subject from each column of the options table. At least one humanities subject must be chosen. A second modern foreign language of French or Spanish can be chosen as one of these options.

## ADDITIONAL COURSES

Here you will find information on the additional courses on offer which will

help to ensure that you have a broad, well-rounded education with exciting opportunities to choose from. They include the Friday afternoon options of Combined Cadet Force or Duke of Edinburgh's Award, as well as careers, games, PSHE, religious education, and the very popular Ten Tors training and challenge.

## CHOOSING YOUR SUBJECTS

### What do I need to consider when choosing my options?

Your choices should be carefully considered and will probably require a little research. Talk to your teachers, head of house, and parents in order to get their advice. In addition, here is some general advice to think about when you are making your decisions:

### Do not

- choose a subject just because your friend has chosen it
- choose a subject because you get on with a particular teacher
- make choices without careful thought

### Do

- choose subjects which you enjoy
- choose subjects at which you are reasonably successful
- consult your parents, your teachers, and your head of house
- consider your balance of subjects

You will choose which modern foreign language you will want to study, out of French, German or Spanish.

There are then 12 additional subject options to choose from:

Humanities – Classical civilisation, geography, history, and religious studies.

Languages – Choice of a second modern foreign language (French or Spanish) and Latin.

Creative/technical – Art and design, computer science, design technology, drama, and music.

- You should choose three subjects, one from each of the columns below
- It is required that you select at least one humanities subject
- It may be the case, although extremely rare, that you can only take one creative/technical subject. If you choose two, an alternative must also be given for one of these options.

Every effort is made to give all pupils their first three choices. Where subjects are over-subscribed, we will base decisions on the following principles:

- Previous level of performance in this subject and related subjects
- Balance of options; it may be that only one creative/technical subject may be possible
- Earlier date of application; February requests take precedence over a change of mind in June

## COURSE OPTIONS

### COLUMN A

Classical civilisation  
Drama  
Geography  
History  
Latin  
Music  
French

### COLUMN B

Art  
Computer science  
Design technology  
Drama  
Geography  
History  
Spanish

### COLUMN C

Art  
Computer science  
Design technology  
Geography  
History  
Music  
Religious studies

# Key Events and Dates

## Choosing your options in the Lower Fifth is an exciting and busy time.

If you are already a pupil at Exeter School, the key dates and events are listed below but please do contact the school at any time during this period if you would like individual or further advice. Your head of house, the Senior Deputy Head, Deputy Head (Academic) and heads of department will be happy to offer advice.

For external applicants, please contact the admissions team ([admissions@exeterschool.org.uk](mailto:admissions@exeterschool.org.uk)) who can offer advice about your subject choices and relevant deadlines.

### NOVEMBER

GCSE options booklet published.

### JANUARY AND EARLY FEBRUARY

Lower Fifth pupils will meet with their head of house during an assembly slot to discuss their option choices.

### MID-JANUARY

Lower Fifth pupils will receive an extended assembly slot about options choices, with a chance for pupils to also ask questions.

### THURSDAY 2 FEBRUARY

Lower Fifth parents' meeting – a chance for pupils and parents to discuss choices with subject teachers and their head of house in addition to hearing about current progress.

### MONDAY 6 FEBRUARY (9AM)

Deadline for option form to be completed on My School Portal.

### APRIL/MAY

Option choices are confirmed by letter to parents.

## FREQUENTLY ASKED QUESTIONS

### If I choose the same subjects as my friend will our timetables be the same?

No, this is unlikely to be the case and should never be a reason for choosing subjects.

### I do not want to take a modern foreign language; do I have to?

Yes, we consider it an important element of your learning to engage with a foreign language and to consider a culture other than your own.

### Can I change my subjects once I have started Middle Fifth?

This very rarely happens and is not advised. However, should the case arise then discuss it with your head of house in the first instance.

### My subject choices do not fit, what can I do?

You will need to fill in something for each column when filling in the online options form. However, in the comments box you should make your preferred combination of subjects clear and we will see what we can do.

### I want to do the separate sciences as I do not think I can go to a specific university with only double award science. Is this true?

No university course will require separate sciences. In our experience, universities may look more favourably on very good grades in double award science compared with slightly worse grades in the separate sciences. It is also possible to study one or more of the sciences at A Level after doing double award science as it is the grades that you obtain that demonstrate your ability in the subjects.

### Do I have to do CCF?

You have the option of choosing either CCF or the Duke of Edinburgh's Award. In some years, one or the other of these may become full but we would then discuss the options carefully in individual cases.



# Learning Support

Exeter School is committed to providing support for pupils with specific learning difficulties and special educational needs.



Our learning support coordinators provide support for pupils with individual needs and are in regular contact with parents/carers, our pastoral staff, academic staff, and outside agencies. The learning support coordinators also liaise directly with the examinations office to ensure that any access arrangements, such as extra time, are in place for public examinations.

In addition to this specialist support, all Exeter School staff continue to develop their awareness and understanding of special educational needs. Individual strategy sheets are produced by our learning support coordinators as appropriate and these provide background information, strengths, areas of need and strategies for supporting specific needs within the classroom.



# Beyond the Curriculum

Exeter School believes that education in the widest sense stretches well beyond the constraints of classrooms, timetables, and examination specifications.



Sport, music, art, and drama play a considerable part in the lives of many of our pupils. Outside of the 40-period academic week, opportunities abound for curriculum enrichment including a wide range of thriving clubs. There are a number of annual internal competitions to challenge and extend you. These include various art competitions, library competitions, the biology specimen drawing competition, and the science photo competition.

The opportunities for curriculum enrichment also include lectures, master classes, trips, performances, revision classes, study skills lectures, leadership training, as well as various clubs and societies. Exeter School has a thriving academic society for pupils from Middle Fifth up to sixth form that aims to extend pupils' experience, understanding and imagination.

In 2022, pupils performed a thought-provoking production of *The Odyssey*. Staged in the drama studio by an entirely Middle Fifth cast and crew, the actors used the space skilfully and the pupil

technical support superbly augmented the atmosphere and the action. The Middle Fifth play is open to all pupils interested in getting involved both on and off stage.

In addition to numerous musical ensembles and the option to have peripatetic instrument lessons, there is also a full programme of annual musical events within school, in Exeter Cathedral and local churches. The music department runs music tours biennially; in the summer of 2022, musicians travelled to Barcelona for a choral tour.





# GCSE Course Index

Find out the course content, structure, and assessment methods for each of the subjects you are interested in.

It is possible that some further changes may be made before September 2023 so please check the Exeter School website ([www.exeterschool.org.uk](http://www.exeterschool.org.uk)) for current course details.

On completion of your GCSE courses in summer 2025, you will be awarded a grade on a scale of 9-1, with 9 being the highest (equivalent to the top of the old A\* band) and a 4 and 5 both being equivalent to the old C grade.

Throughout the introductory pages of this booklet the term GCSE has been used to describe all the subject qualifications. In fact, some subjects study for an International GCSE (IGCSE). Employers and universities consider this to be equivalent to the GCSE. Department heads at Exeter School select GCSE and IGCSE specifications (there are several different specifications for each subject) based on the best course available for our pupils.

**Your options must be submitted by 9am on Monday 6 February 2023.** For current pupils this will be done via a form on My School Portal and for new applicants this will be via the admissions office.

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# English Language & English Literature

## OVERVIEW

While language and literature are discrete qualifications, many of the skills practised within them are applicable to both subjects and the two are taught alongside one another. In literature, you will follow the AQA GCSE curriculum. This rigorously formulated home board qualification requires the reading of a range of stimulating and challenging texts (including Shakespeare) and really enables you to become a sharp thinker and an able argumentative writer. The Edexcel IGCSE language specification teaches you functional skills with real-world applications where the abilities to decipher unseen texts; write analytically; make comparisons and write transactionally are all assessed.

## COURSE OUTLINE

For English literature, you study the three main literary genres, while developing a sharp awareness of how writers construct their works and shape readers' responses. Examined texts are Shakespeare's *Much Ado About Nothing* for drama; Golding's *Lord of the Flies* for modern prose and *The Sign of Four* by Sir Arthur Conan Doyle for the nineteenth century novel. The course also features an exciting poetry anthology containing classic poets such as Wordsworth alongside more contemporary voices. Finally, you are required to formulate examination responses to unseen poems that you interpret.

For English language, 60% of your final grade is determined by the paper one examination. Section A of this requires demonstration of a range of skills centred around a reading comprehension. Section B, meanwhile, demands an ability to produce a variety of text-types. The syllabus promotes mastery of the essential reading and writing skills required in both academic and working life and these are further consolidated via the coursework component. You will write a sustained creative piece and a literary essay based on poetry or short stories. The two coursework essays total 40% of your final grade.

You are taught in broadly mixed ability sets by one teacher for six periods per week. Classwork is consolidated by home learning assignments and independent reading tasks. The Middle Fifth curriculum is largely concerned with covering course content, while the GCSE year itself involves a more revision-focused, examination-centred approach. There are frequent opportunities to attend theatre trips to further facilitate the appreciation of dramatic structure and stagecraft. Attendance on such trips also provides an extremely useful grounding for those who wish to continue their study of English literature at A Level.

## METHOD OF EXAMINATION

In English literature, you sit paper one: Shakespeare and the nineteenth century novel, one hour 45 minutes, requiring both extract-based and whole-text responses. Paper two deals with modern texts and poetry (two hours 15 minutes), requiring an analytical essay on the modern novel, a comparative essay on anthology poetry and two short essays on a pair of unseen poems.

In English language, you sit a non-fiction and transactional writing paper (two hours 15 minutes). Section A involves reading comprehension; paraphrasing; reading for detail; language analysis and textual comparison. Section B involves completing a piece of transactional writing aimed at a specific audience. You must also complete two assessed coursework assignments: an imaginative or descriptive piece and an analytical literary essay.

## EXAM BOARD AND ENTRY

**AQA**  
**GCSE English Literature**  
**8702**

**Edexcel**  
**IGCSE English Language (Specification A)**  
**4EAI**

## NEXT STEPS

The study of English gives pupils the ability to read actively and communicate their thoughts in writing fluently which they can then hone and develop further by studying English literature at A Level. In addition, we hope that a passion for reading will continue beyond Middle and Upper Fifth: reading is a key enabler to allow pupils to become empathetic and articulate communicators

## CONTACT

Mr Andrew Dobson, Head of English  
[asd@exeterschool.org.uk](mailto:asd@exeterschool.org.uk)



# Mathematics

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## OVERVIEW

In common with many independent schools, Exeter School is using the International GCSE in mathematics. The course is very similar to the UK GCSE in mathematics; the only differences are slight variations in the topics covered between the two qualifications. The IGCSE has no coursework or controlled assessment requirements.

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## COURSE OUTLINE

The mathematics IGCSE course provides the grounding in numerical and spatial work essential both for everyday life, and as a foundation for further study in many subjects. A grade of 5 or above in mathematics at IGCSE is needed for almost all university courses. Two levels of examination are available; however, you will be entered for higher level, which is targeted at grades up to grade 9, with questions covering all these levels appearing on each examination.

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## METHOD OF EXAMINATION

The examination consists of two papers of two hours, each worth 50% of the final marks. Topics from any area of the syllabus may appear on either paper and calculators may be used on both papers.

If you are in the top set it is expected that you will be given the opportunity to sit additional examinations to gain the AQA Level 2 Certificate in further mathematics. Assessment of this qualification consists of two equally weighted papers, one non-calculator and one calculator allowed (one hour 45 minutes each) and grades 5-9 are available.

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## EXAM BOARD AND ENTRY

**Edexcel**  
**IGCSE Mathematics (Specification A)**  
**4MA1**

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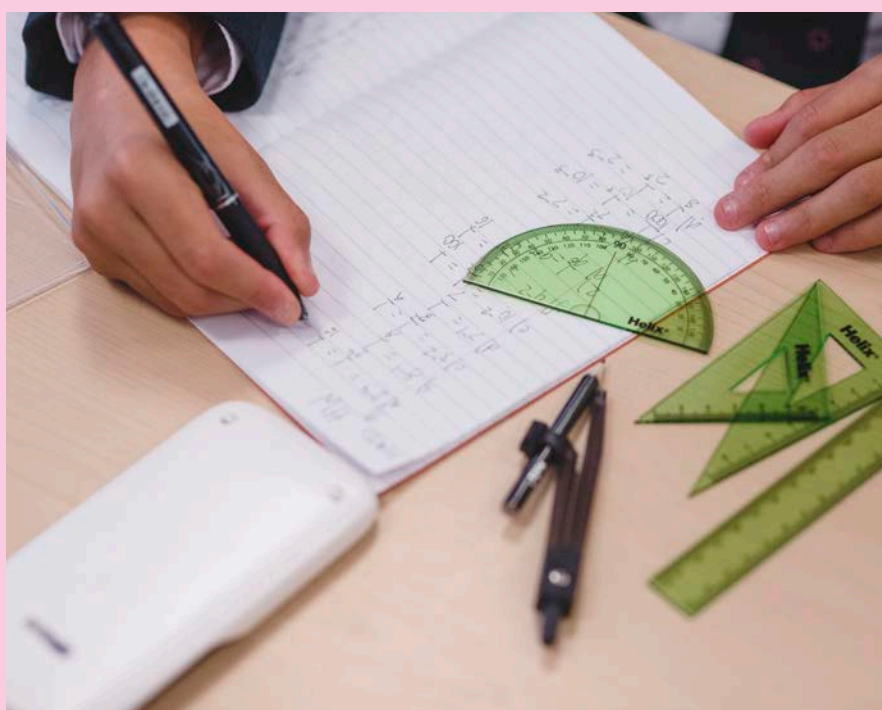
## NEXT STEPS

Beyond education, numerical proficiency is a requirement in many careers and IGCSE mathematics is also a requirement for studying mathematics at A Level. The Level 2 Certificate in further mathematics is not required in order to be able to study either A Level mathematics or A Level further mathematics.

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## CONTACT

Dr Geoff Chapman, Head of Mathematics  
[gjdc@exeterschool.org.uk](mailto:gjdc@exeterschool.org.uk)



# Modern Foreign Languages

## French, German and Spanish

### OVERVIEW

You will take the Edexcel IGCSE examination in at least one language. IGCSE exams are taken at the end of Upper Fifth as there is no coursework or controlled assessment. All skills are examined in three different papers including paper one, listening, paper two, reading and writing and paper three, which covers speaking. As you will see from the list below, there are a range of topics taught with a focus on countries where the language is spoken.

### COURSE OUTLINE

Topics to be studied are: home and abroad, education and employment, personal life and relationships, the world around us, and social activities, fitness and health.

Throughout this course, you will develop your language and communication skills as well as broaden your cultural knowledge of the communities where those languages are spoken. We offer an exchange or study trip to French, German and Spanish speaking countries during the IGCSE course, which will provide invaluable speaking practice and first-hand experience of the language and culture. The aim of the study trip is to enrich our exam courses although they are not an essential part of them.

### METHOD OF EXAMINATION

The speaking exam is a 10-minute oral examination with your teacher and contributes 25% to the final mark. There is a discussion (up to three minutes) on a picture chosen by the candidate, related to one of the topic areas, and a general conversation (up to seven minutes) covering any two of the remaining topic areas, chosen at random by the exam board. The listening comprehension is a 30-minute examination and contributes 25% to the final mark.

Reading comprehension, written composition and grammar are assessed in a one hour 45 minute examination and contributes 50% to the final mark. In the written examinations, your knowledge of some elements of each topic are tested, and you will answer all questions in the target language. In the listening and reading comprehension tests, one question is multiple-choice, several others involving writing short words in gaps in sentences, and the most challenging questions requiring an answer to be written in a few words of your own.

You will write two compositions, one of 60 words on a set topic, and one of 130 words, from a choice of three. There is also a grammar test at the end of the writing section, where you will fill in gaps in sentences, to produce a grammatically accurate written passage of about 100 words.

### EXAM BOARD AND ENTRY

**Edexcel**  
**IGCSE French/German/Spanish**  
**4FRI/4GNI/4SPI**

### NEXT STEPS

If you wish to study French, German or Spanish at A Level then you will need to have studied that subject at GCSE. Knowledge of a foreign language, together with an understanding of a different culture, can also be very useful in a wide variety of careers and areas of further study.

### CONTACT

Ms Leda Trotman, Head of Modern Foreign Languages  
[lt@exeterschool.org.uk](mailto:lt@exeterschool.org.uk)



# Science

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## OVERVIEW

You will gain a detailed understanding of, and a strong passion for, science and its applications that will help to support you within our technologically based society. Throughout all the courses, ideas and theories are continually being revised, amended, and extended as we probe more and more deeply into each of the three subjects.

There is a natural progression in each of the subjects as the courses build on knowledge already acquired. The work in the Lower Fifth, and to a lesser extent the earlier years, forms a solid foundation upon which the rest of the course is built. All the science subjects aim to make abstract concepts more concrete through the regular use of practical exercises, experiments, and demonstrations. The mathematical content of the course increases, building techniques such as the use of equations and the ability to draw and interpret graphs.

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## COURSE OUTLINE

You will study science for nine periods per week: three for biology, three for chemistry and three for physics. All are taught by subject specialists. At the end of the Upper Fifth, you will gain awards in either double award science (this results in the award of two IGCSEs, having studied all three sciences) or in separate biology, chemistry, and physics (this results in the award of three separate IGCSEs). A decision regarding the best route for you is made at the end of the Lower Fifth year. Both options keep the door firmly open for further study of science at A Level and beyond.

A practical approach to the subject is adopted, with experiments predominating and supported with teacher demonstrations where appropriate. There are regular topic tests that provide you with valuable feedback about your areas of strengths and areas that need improvement.

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## METHOD OF EXAMINATION

You will sit separate examination papers in each of the science subjects at the end of the Upper Fifth year. If you are taking the double award science examinations, you will sit a two-hour paper in each of the three sciences. If you are sitting the separate science examinations, you will sit a two-hour paper on core material and an additional one hour and 15 minute paper on core and extension material in each of the three sciences.

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## EXAM BOARD AND ENTRY

Separate sciences	Double award science
Edexcel	Edexcel
IGCSE Biology, IGCSE Chemistry, IGCSE Physics	IGCSE Science (Double Award)
4BII, 4CHI, 4PHI	4SD0

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## NEXT STEPS

These courses are designed to facilitate the next step up to A Level in any of the sciences as well as providing a core understanding and appreciation of science to everyone, no matter what your future career path might be.

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## CONTACT

Mrs Julia Metcalf, Director of Science  
[jhm@exeterschool.org.uk](mailto:jhm@exeterschool.org.uk)

# Art & Design

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## OVERVIEW

The aim of the AQA fine art course is to give you a broad experience of art and design. We are fortunate at Exeter School in being able to offer a very wide range of two and three dimensional media. The art school is equipped with a printmaking studio with an etching press and silkscreen facilities and the gallery is a purpose-built space to exhibit pupils' work.

You are expected to make connections between your own work and that of other artists and designers. The documentation of contextual research and annotations revealing idea development are essential and you are expected to record your work in a visually stimulating manner in your sketchbooks.

If you enjoy researching and developing ideas, identifying alternative solutions to visual problems, and exploring the creative process you will attain the highest grades at the end of the course.

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## COURSE OUTLINE

The portfolio comprises 60% of the final mark and is completed through the two-year course. You will need to select and then present this portfolio that represents your course of study. The portfolio must include, firstly, a sustained project developed in response to a subject, theme, task, or brief evidencing the journey from initial engagement with an idea or ideas to the realisation of intentions. This will give you the opportunity to demonstrate, through an extended creative response, your ability to draw together different areas of knowledge, skills and/or understanding from across your course of study.

Secondly, the portfolio includes a selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of your specific role in any group work undertaken.

The externally set assignment comprises 40% of the final mark. You will need to respond to your chosen starting point from an externally set assignment paper relating to your subject title, evidencing coverage of all four assessment objectives (development of ideas, refinement of work, recording of ideas and observations, and realisation of a personal response). A period of preparatory time is followed by 10 hours of supervised time, during which you will develop your own unaided work.

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## METHOD OF EXAMINATION

Both the portfolio unit and the externally set assignment are assessed internally by departmental staff and then moderated by a visiting examiner from AQA.

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## EXAM BOARD AND ENTRY

**EAQA**  
**GCSE Art and Design – Art, Craft and Design**  
**8201/C/X**

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## NEXT STEPS

The GCSE course provides an excellent foundation for the A Level art programme of study as you develop your contextual knowledge and understanding, as well as a repertoire of technical skills. It also provides transferrable skills for other areas of study, including presentation skills, analytical skills, critical thinking skills and independent study skills.

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## CONTACT

Mrs Jen Brewer  
Head of Art  
[jlb@exeterschool.org.uk](mailto:jlb@exeterschool.org.uk)



# Classical Civilisation

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## OVERVIEW

If you are interested in the Greeks and Romans, their stories, their culture and what they achieved, but would rather read about them in English, then you will enjoy classical civilisation, which involves the study of different aspects of the Greek and Roman world. There is no need for any knowledge of the Greek or Latin language.

You should have the chance to visit the Roman Baths in Bath and also the British Museum in London over the two years. There are also occasional opportunities for theatre visits to see Greek and Roman plays in translation. In 2022, the department led a GCSE and A Level classics trip to Rome, and we hope to run a similar trip to Athens.

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## COURSE OUTLINE

The course comprises two main components. Firstly, there is a thematic study focusing on myth and religion. You will look at a variety of aspects within this fascinating topic. You will learn about the role of the gods and heroes in the founding of Athens and Rome, analyse how religion affected everyday life, and read and explore some of the most famous myths, such as the tales of the underworld and Hercules. The material studied for this component will be taken from literature as well as from visual sources such as pictures of temples, statues, and pots.

Secondly, there is a study of literature and culture focusing on Roman city life. This subject will give you the chance to explore how life was lived in ancient Rome, including such topics as the structures of the family and the houses they lived in, slave ownership, and entertainments such as gladiatorial combat and chariot racing. This gives us a chance to consider both the amazing sophistication of the Roman society but also its barbarity. The topic is approached not only through archaeological evidence both from Pompeii and Rome, but also through the lively accounts by Roman authors of their own experiences.

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## METHOD OF EXAMINATION

Assessment for the two components is by examination at the end of the course. Each component is worth 50% of the total GCSE. The papers are focused on analysing evidence and responses range from single word answers to short essays.

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## EXAM BOARD AND ENTRY

OCR  
GCSE Classical Civilisation  
J199

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## NEXT STEPS

The study of classical civilisation at GCSE helps to prepare you for the A Level classical civilisation course as well as other subjects that benefit from written analysis of extracts and other resources as well as critically thinking about different sources of evidence. It provides an invaluable basis for the understanding and appreciation of Western culture, values and beliefs.

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## CONTACT

Mrs Emily Dunlop, Head of Classical Subjects  
[ekjd@exeterschool.org.uk](mailto:ekjd@exeterschool.org.uk)

# Computer Science

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## OVERVIEW

Today's citizens need to be equipped with technical knowledge and skills to enable them to participate in a digital society, thinking logically and making the best use of available technology. These skills are now as essential as traditional numeracy and literacy. Computer science helps you develop your interest in computing and gain confidence in computational thinking. It is an ideal foundation for further study at A Level, and the approach it develops is relevant in many other areas inside and outside the classroom.

Lessons include a variety of approaches and you will spend most of your time in lessons actively working on solving problems. Concepts are typically introduced with discussion, video clips or slide presentations and resources are shared through Google Classroom. Notes are word processed or given out and annotated by hand. The main programming language is Python, and a significant amount of lesson time is dedicated to learning and practising programming skills including working collaboratively with others.

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## COURSE OUTLINE

The theory side of the course covers five key topics. Computational thinking looks at flowcharts, trace tables, logic gates and standard algorithms. Data looks at the use of binary to represent numbers, text, images, and sound files. The section on computers looks at the hardware and software components that make up a computer system. Networks looks at the key principles behind the organisation of computer networks such as protocols, topologies, and security. The final topic considers the influence and impact of digital technology on wider society, including an introduction to cyber security.

The programming side of the course is taught by working with Python 3 in an integrated development environment. Programming constructs covered include variables, loops, selection, arrays, records, subroutines and saving to files. You will learn to evaluate and improve an existing program and to convert a flowchart into a program. As well as learning Python syntax, you will be developing strategies for writing and testing programs which implement a solution to a problem.

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## METHOD OF EXAMINATION

Two final exams each contribute 50% of the overall grade. Paper one is a one-hour 30 minute written examination containing five compulsory questions each focused on one of the theory topic areas. Paper two is a two-hour practical onscreen examination completed in Python 3 with programs completed and saved on the computer. You will be provided with coding files and a subset of the Python programming language instructions as well as the question paper.

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## EXAM BOARD AND ENTRY

**Edexcel**  
**GCSE Computer Science**  
**ICP2**

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## NEXT STEPS

Computer science is an academic qualification which gives universities and employers an idea of your problem-solving ability using computers. It challenges you to work independently, to organise your ideas efficiently and to apply your existing knowledge in new situations.

Understanding the principles of computer science provides you with the underpinning knowledge required for many other subjects in science and engineering, and the skills learnt can also be used in everyday life.

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## CONTACT

Ms Alice Pinches, Head of Computer Science  
[aop@exeterschool.org.uk](mailto:aop@exeterschool.org.uk)



# Design Technology

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## OVERVIEW

If you have interests and skills in design, creativity, engineering, and science you can combine your passions in this subject. If you are considering a career in engineering, the creative industries or project management it would be well supported by the skills learnt. A coursework piece accounts for 50% of marks and is an opportunity to design and make a product of your choice, perhaps in an area of personal interest, which works to your strengths. The item designed might be a piece of jewellery, sports equipment, furniture, lamp, stereo or an engineering device.

By following this course, you will learn to apply design skills and technical knowledge to real life situations. This ability is assessed in the two examinations, one a design task, and the second a theory exam, both with optional elements and accounting for 25% each.

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## COURSE OUTLINE

In the first year of the course, skills in design and problem solving, knowledge of materials, construction techniques, and industrial practices are all developed. A range of practical making tasks in wood, metal, and plastic, along with development of your graphical skills are completed.

Modern skills of 3D Computer Aided Design (CAD) modelling using Autodesk Inventor are taught, with designs output to Robox 3D printers and 40w A2 laser cutter. Machining skills including use of lathes and mills are practised in depth.

This first year provides the necessary skills and knowledge to successfully tackle the coursework project and exam.

The coursework submission includes a portfolio to record the research, design, development, modelling and manufacture of a prototype, and an evaluation report. This gives you the opportunity to demonstrate your ability to work independently on a product design task. You will be required to manage your time effectively and work independently to a pre-planned scheme of work.

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## METHOD OF EXAMINATION

You will be entered for the resistant materials option in this examination. A coursework project accounts for 50% of total marks. A one-hour theory paper testing knowledge of materials, processes and tooling, accounts for 25%. Finally, a one hour fifteen minute design paper requires you to design a solution to a proposed brief and account for the final 25%.

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## EXAM BOARD AND ENTRY

**CAIE**  
**IGCSE Design Technology: Resistant Materials**  
**0979**

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## NEXT STEPS

This two-year course will help you to access the A Level in product design, and from there, many varied design, engineering, university, and career disciplines such as industrial design, architecture, engineering and project management.

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## CONTACT

Mr Alex Collard, Head of Design Technology  
ac@exeterschool.org.uk

# Drama

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## OVERVIEW

Drama is one of only a handful of truly 'creative' subjects. However, the drama GCSE course provides an excellent balance between giving you the opportunity to express yourself creatively as well as challenging you to engage in the more rigorous academic study of theatrical literature. The course promotes creativity and imagination, analytical and critical thinking, personal growth, self-confidence, teamwork and the development of communication skills. As the world progressively becomes more reliant on A.I. and the automation of tasks, the skills that the subject of drama develops are becoming increasingly valued by employers.

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## COURSE OUTLINE

You will practically and theoretically investigate a wide variety of forms, styles, and genres, as well as looking at the historical, social and political context of drama. In the Middle Fifth, you will initially explore physical theatre as a genre, learning the techniques and styles of companies such as Kneehigh, Frantic Assembly and Complicité. You will also study a set text which you will be examined on as part of a written examination at the end of the course; you will approach this from the perspective of an actor, a designer and a director.

The Upper Fifth year is spent devising and rehearsing two different performance pieces, as well as writing the accompanying pieces of written coursework for components one and two of the course. This takes up most of the autumn and spring terms before final preparations for the written examination in the summer. Throughout the year, there are several trips to live theatre productions – this is an essential part of the course, as you must write a live theatre review as part of the written examination.

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## METHOD OF EXAMINATION

The assessment comprises three components. Firstly, the devising theatre component is internally assessed and contributes 40% to the final grade. In the performance, you will devise an original piece of theatre, working as part of a group. You can work as a performer or can present a technical skill (lighting/sound/stage design/costume). This is formally presented as a performance. In addition, you submit a written portfolio of supporting evidence (an essay documenting where your group's ideas have come from) and then, after the performance, write an evaluation under timed conditions in which you reflect on your performance. Secondly, the performance from a text component is externally examined and contributes 20% to the final grade. Here, you will study extracts from an existing play script and perform from two extracts.

Finally, there is the one hour 30 minute written examination that contributes 40% to the final grade. You will be asked questions on one set text from the perspective of an actor, designer, and director. You will then answer a question which asks you to analyse and evaluate a given aspect of a live theatre production seen during the course.

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## EXAM BOARD AND ENTRY

Eduqas  
GCSE Drama  
C690QS

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## NEXT STEPS

Drama is an incredibly important subject for your social, emotional, and physical development. Being predominantly practical, the subject offers a break from sitting behind a desk and a chance to be on your feet, problem solving, and being playful. It is important that as a young person you have this opportunity in your working day for the benefit of your mental and physical well-being. Drama also offers many transferable skills which can be used in your other subjects as well as in life.

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## CONTACT

Mr Jamie Brough, Head of Drama  
[jsb@exeterschool.org.uk](mailto:jsb@exeterschool.org.uk)



# Geography

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## OVERVIEW

"Geography is a subject which holds the key to our future" – Michael Palin.

GCSE geography looks at both the physical landscapes and processes on our planet, and the human land uses and activities which have developed. The AQA specification offers an exciting and relevant course, with fresh perspectives on a wide range of updated topics, such as sustainability, globalisation and a changing climate. The course allows you to investigate the real-world issues faced with contemporary examples, as well as looking at ways to manage problems. You are encouraged to understand their role in society, by considering different viewpoints, values, and attitudes.

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## COURSE OUTLINE

The course covers three key geographical themes.

The first theme is living with the physical environment. This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. You will cover topics on natural hazards (climatic and tectonic), the living world and coastal and river landscapes. You investigate the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human intervention.

The second theme is challenges of the human environment. This unit is concerned with human processes, systems and outcomes, and how these change both spatially and temporally. You cover topics on urban issues and challenges, urban sustainability, economic development in low- and high-income countries, and managing resources such as water, food and energy.

The third theme is geographical applications. This is based on pre-release material and is designed to be synoptic in that you will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for you to be analytical and evaluative of source material.

Fieldwork is assessed through two compulsory investigations, based on human and physical topics. There is also an opportunity for you to apply your experience of fieldwork to unfamiliar scenarios

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## METHOD OF EXAMINATION

All three examinations are externally assessed. The papers on living with the physical environment and challenges of the human environment are both one hour 30 minutes long and each comprise 35% of the total grade. The paper on geographical applications is one hour 15 minutes long and comprises 30% of the total grade. There are also field trips to Dawlish Warren and to Bristol, which will allow you to collect data for the two fieldwork enquiries. Exam board and entry

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## EXAM BOARD AND ENTRY

**AQA**  
**GCSE Geography**  
**8035**

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## NEXT STEPS

Many pupils that study GCSE geography go on to study A Level geography, where the subject is combined effectively with both arts and sciences. Geography is a popular subject to study at university and geography graduates can enter a wide variety of career areas ranging from business and banking to land management and leisure.

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## CONTACT

Mr Sebastian Munday, Head of Geography  
[sgm@exeterschool.org.uk](mailto:sgm@exeterschool.org.uk)

# History

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## OVERVIEW

History at IGCSE level is aimed to build on the skills and knowledge learned in earlier years and to apply these to a modern world course. It will give you a wider understanding and appreciation of the world you live in as well as equipping you with the kind of transferable skills that are relevant to any future study.

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## COURSE OUTLINE

The aims and objectives of this qualification are to enable you to:

- Develop and extend your knowledge and understanding of specified key events, periods, and societies in history, and of the wide diversity of human experience.
- Engage in historical enquiry to develop as an independent learner and as a critical and reflective thinker.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness that different people, events, and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate your historical knowledge and understanding in different ways and reach substantiated conclusions.

The topics covered for paper one will be dictatorship and conflict in the USSR (1924–53) and a world divided: superpower relations (1943–72). The topics covered for paper two will be the Vietnam conflict (1945–75) and China: conflict, crisis and change (1900–89).

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## METHOD OF EXAMINATION

There are two examinations, equally weighted, of one hour 30 minutes each. There is no controlled assessment or coursework element.

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## EXAM BOARD AND ENTRY

Edexcel  
IGCSE History  
4HI1

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## NEXT STEPS

This course flows naturally into the Edexcel history A Level course which we study in the sixth form. It is also a good preparation for many other A Level subjects that require good levels of literacy, communication, and analytical skill.

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## CONTACT

Mr Giles Trelawny, Head of History  
[gnt@exeterschool.org.uk](mailto:gnt@exeterschool.org.uk)



# Latin

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## OVERVIEW

Latin offers the opportunity to study both the language and the culture of the ancient Romans, and will appeal equally to those who enjoy languages, love an intellectual challenge, and are fascinated by the past. This course takes you beyond junior Latin to a point where you can enjoy reading Roman texts as they were originally written, with just a little editing and help. To assist with this, you will be given a defined vocabulary list which contains all the words you need to know for the examinations – the list will be studied in class and you will have two school years to learn it, which makes the course content very manageable.

In 2022, the department led a GCSE and A Level classics trip to Rome, and we hope to run a similar trip to Athens.

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## COURSE OUTLINE

The course consists of three components.

The first component is Latin language and contributes 50% of the overall grade. You will learn how to translate short Latin passages on a range of subjects and answer questions about them. You will also be asked easy questions about the language they have studied or can choose to translate simple sentences into Latin.

The second component is Latin literature and sources (themes) and contributes 30% of the overall grade. You will study Latin literature, both prose and verse, together with other source material (pictures, mosaics, or pots).

The theme selected in the coming year is superstition and magic.

The final component is Latin literature (narratives) and contributes 20% of the overall grade. You will be studying the account written by the Roman writer Tacitus of the rebellion against the Romans of the British queen Boudica, a particularly exciting moment of history. You will also read some English passages to complement the Latin.

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## METHOD OF EXAMINATION

Assessment for all three components is by examination at the end of the course. There will be translation from Latin into English, but not English into Latin, as well as short written responses to the cultural material.

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## EXAM BOARD AND ENTRY

Eduqas  
GCSE Latin  
C990PA

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## NEXT STEPS

As well as being closely linked to subjects such as English and modern foreign languages, Latin has a reputation for developing logical reasoning, and so can be of great use to those wanting to pursue the sciences, law and medicine in the future.

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## CONTACT

Mrs Emily Dunlop, Head of Classical Subjects  
[ekjd@exeterschool.org.uk](mailto:ekjd@exeterschool.org.uk)



# Music

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## OVERVIEW

Music is suitable as one of a mixed group of subjects leading to qualifications in other areas. Rigorously academic, creative and very practical, it covers a wide range of valuable skills: independent learning, teamwork, presentation skills, active, critical listening, essay-writing, confidence, and creativity.

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## COURSE OUTLINE

There are three units in the music GCSE course

The first unit is the performing non-examination assessments (NEA) and comprises 30% of the total marks. You will play, sing, or improvise on any instrument, in any style. This suits those who have already had instrumental lessons and are playing music at a minimum of grade 2 standard in the Lower Fifth. Assessed performances are recorded in the Upper Fifth. There are several formal performances and recording dates in the music academic calendar published at the beginning of each year.

The second unit is the composing NEA and comprises 30% of the total marks. You will compose two pieces during the course. The Middle Fifth year is based on developing the pop song work studied in the Lower Fifth, and the Upper Fifth year explores tonal and minimalist compositional styles. Candidates tend to use Sibelius or another good-quality and free music app at home.

The third unit is listening and comprises 40% of the total marks. This is based on the study of eight set works taken from four areas of study, including part of a Bach concerto, Killer Queen by Queen, the theme from Star Wars, some electronic dance music and a song from Wicked.

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## METHOD OF EXAMINATION

The NEA is collated in Upper Fifth. You will perform (without an audience) both as a soloist and in an ensemble and compose a portfolio of two pieces recorded using the Sibelius software. For the appraisal unit, there is only one hour 30 minute written examination at the end of the course, answering questions based on short excerpts of music, including a short essay.

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## EXAM BOARD AND ENTRY

**Edexcel**  
**GCSE Music**  
**1MU0**

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## NEXT STEPS

Increasingly, sixth forms, universities and employers are very interested in music qualifications due to the wide range of transferable skills acquired during study. These are creative thinking, emotional intelligence, adaptability, communication, and tenacity to name a few. A recent study in the UK found that playing a musical instrument appears to enhance general performance in other subjects at GCSE. Other studies have shown that music benefits learning by activating all areas of the brain.

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## CONTACT

Mr Peter Tamblyn, Director of Music  
[pt@exeterschool.org](mailto:pt@exeterschool.org).

# Religious Studies

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## OVERVIEW

If you enjoy learning about religious beliefs and practices and thinking about how they relate to current affairs and our society in the UK and in the world, then this is the course for you. The GCSE course is open to all, believers, and agnostics alike. The only requirement is an open and critical mind and a desire to understand some of the important issues faced by both Christians and Muslims personally and on the global scene. Visits and a conference may be arranged to gain a greater depth of understanding. We will endeavour to meet local Christians and Muslims, visit their places of worship and we will also seek to learn from local experts in issues covered in our themes e.g. prison chaplains, religious believers in the armed forces, those who work for foodbanks and other community projects.

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## COURSE OUTLINE

The course has three components: the study of Christianity (25% of the final grade), the study of Islam (25% of the final grade) and religious, philosophical and ethical studies in the modern world (50% of the final grade).

The study of Christianity and Islam both focus on beliefs and teachings as well as practices. Whilst the major religion in this country, few have a good understanding of what the basic beliefs and impact faith has on the life of Christian believers. Islam is in the news all the time and this course will enable you to understand the religion and way of life. In addition, for both religions, you will explore why religious believers are different from each other in their beliefs and their actions, seeking to understand different groupings and denominations.

The topic of religious, philosophical and ethical studies in the modern world is broken down into four distinct units. The first unit is relationships and families which includes family and sexual relationships, marriage, and gender equality. The second unit is peace and conflict which includes religion, violence, peace, and war. The third unit is crime and punishment which includes reasons for crime, corporal punishment, the death penalty, and forgiveness. The final unit is religion and life which includes the ethics of abortion and euthanasia, religious ideas about creation and stewardship, beliefs about life after death, and the treatment of animals.

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## METHOD OF EXAMINATION

There are two one hour 45 minute examinations. There is no coursework.

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## EXAM BOARD AND ENTRY

**AQA**  
**GCSE Religious Studies**  
**8062**

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## NEXT STEPS

In addition to leading to the option of studying A Level religious studies, the skills and knowledge developed through this course are helpful for a host of other humanities subjects. The topics covered and awareness developed are also valuable in themselves.

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## CONTACT

Mr John Goody, Head of Religious Studies  
[jfmg@exeterschool.org.uk](mailto:jfmg@exeterschool.org.uk)

# Extra Curricular

Outside of the 40-period academic week, opportunities abound for enrichment beyond the curriculum.



## COMBINED CADET FORCE (CCF)

The activities of the CCF are designed to develop powers of leadership, responsibility, confidence, and self-discipline, as well as providing a basic knowledge of the Services. There is a recruit training phase at the start of the Middle Fifth where you learn basic skills in drill, first aid, communications and navigation. There is also the opportunity for target rifle shooting, a swim test, and basic leadership and teamwork skills before choosing to join either the Royal Navy (RN), Army or Royal Air Force (RAF) section.

All sections offer a wide range of opportunities including two field day activities per year, a certificated first aid course, self-defence, climbing and lifesaving skills. Each section runs a summer camp and there is an adventurous training camp which runs

in the Easter holidays. The Ministry of Defence run courses which are available to all cadets.

Much of the training provided can be counted towards a Duke of Edinburgh's Award and you have the chance to do your bronze expedition in the Middle Fifth. This is only offered by the RN and RAF sections. Some cadets may decide to aim for silver or gold Duke of Edinburgh's Awards in the sixth form.

RN section: You learn RN knowledge and skills. There is an overnight expedition which counts towards your bronze Duke of Edinburgh's Award. You take part in a range of water-based activities including sailing and kayaking and can work towards your RYA sailing qualifications from level 1 to advanced levels. You also get the opportunity to attend the sinking ship simulator and firefighting trip to HMS Raleigh.







Army section: you are given an introduction to all the skills involved in basic infantry training, thereby developing the ability to work as part of a team and core leadership skills. You will study infantry techniques, signals, fieldcraft, tactics and safe weapon handling. There is an overnight exercise, and you will get to take part in 5.56 mm blank firing with the L98 A2 cadet rifle.

RAF section: you have opportunities for leadership, teamwork and there is a training syllabus which allowing cadets to reach nationally recognised RAF proficiency levels 1, 2, 3 and 4. You are trained to use the flight simulator in school and many are able to go on to fly light aircraft (Grob Tutors) alongside trained pilots. The RAF programme also includes an annual night exercise and much more. A team is entered into the Royal Air Squadron Trophy Competition each year.

### DUKE OF EDINBURGH'S AWARD

The Duke of Edinburgh's award is universally recognised as one of the best programmes for the personal development of young people. The school is determined to make the award enjoyable, challenging and of the highest quality and the widest reach. We run the gold, silver and bronze award schemes. For the expedition section we are ideally located to take advantage of the beautiful Devon countryside, including both Dartmoor and Exmoor.

Alongside walking expeditions, we have recently started to take to the water with both sea kayaking and paddle boarding expeditions.

Each level of the award is split into several sections: volunteering, skills, physical recreation, expeditions, and for gold only, a residential project.

Participation in the award will help you develop, mature, and become self-reliant.

### GAMES, EXTRA-CURRICULAR SPORT AND PHYSICAL ACTIVITY

Exeter School sport gives you the opportunity to take part in a positive activity away from your academic studies in well-staffed, excellent facilities. Sport plays an important role in the life of Exeter School. The central aim is to make sport and physical activity an integral part of every Exeter School pupil's experience and weekly routine and you will have the opportunity to immerse yourself in a wealth of social and competitive sport and physical activity both during your games sessions and the extra-curricular clubs and practices. We want all our pupils to find a sport or activity that they are passionate about and one they will continue to participate in when they leave school.

We have a thriving programme of clubs with the opportunity to participate in more than 20 sports at lunchtime and after school. Exeter School's 25-acre site is well equipped with a range of first-class sports facilities.

In the Middle Fifth, you will have a double period of games on a Thursday afternoon. The focus during this time is on the major team sports of each term: rugby and girls' hockey in the autumn term, boys' hockey and netball in the spring term and cricket and tennis during the summer. Once teams are selected, there will be the opportunity for all pupils to develop and progress through access to excellent coaching, skill drills, small-sided games, and fixture opportunities.

However, for pupils who are not involved in these sporting opportunities a number of options are on offer, with the aim of ensuring that pupils are engaged and challenged whilst providing a pathway for each pupil to participate in a sport or physical activity that they enjoy and are passionate about.

When you reach the Upper Fifth, you have a games afternoon alongside the sixth form on a Wednesday afternoon. There is a far wider range of options available that includes individual and team sports as well as options focusing on health and fitness. You have a choice of options at the start of each term, which you will commit to for the duration of the term. You are expected





to wear school crested sports kit for games sessions. Choices in the Upper Fifth can include: hockey, rugby, netball, football, cricket, badminton, body conditioning, climbing, cross country, fitness rounders, spin, squash, swimming, shooting, table tennis, tennis.

### PSHE

At the heart of the PSHE education at Exeter School our aim is to help pupils stay safe, healthy and prepared for life's challenges and opportunities. It is a school curriculum subject through which our pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future in our modern and rapidly changing world.

RSE (Relationships and Sex Education), is embedded within our PSHE curriculum. It is up to date and in line with the statutory guidance for 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published by the Department for Education in June 2019. RSE is delivered sensitively and age appropriately to our pupils in accordance with the advice from the PSHE Association.

Years 10–11 experience their programme through assemblies and in form time using specially designed activities by the Head of PSHE and it is delivered by a range of staff including house staff and form tutors.

PSHE covers a wide range of topics including personal wellbeing and self-esteem, relationship and sex education, financial capability, online safety and discrimination. We enrich



the programme throughout the year by inviting guest speakers, who are specialists in their fields, to cover areas from good mental health, sex and relationship education and healthy eating and body image.





## CAREERS

You are encouraged to think about and discuss possible future careers throughout your time at Exeter School. There are assemblies and form time sessions focusing on careers as well as key events that you are encouraged to attend. It is important to try to think about what careers you might find enjoyable and satisfying and there is a host of information available to you, both in the school library and on the school intranet. You can take part in the Morrisby Profile online careers programme in the Middle Fifth which, along with other tools, can be used to help you explore what your skills, interests and priorities are.

Mrs Ruth Cheesman is the school's careers and higher education adviser and is based in the school library. She is always keen to offer personalised guidance and advice at any point during the year whether it is by email, phone or in person.

## RELIGIOUS EDUCATION

You will have one period of non-examinable religious education on your timetable each week in both the Middle Fifth and Upper Fifth.

We do not study religious issues or traditions in depth, as we do in religious studies; instead, we take a broader look at some of the big issues in our society and in our personal lives, opening up questions to think about, but not necessarily offering answers, stimulating you to think and make decisions for yourself. The aim is to help you make connections between all that you are learning about the world and its complex questions, and the adult beliefs that you are in the process of forming about what's right, how we should behave and what God or religion has to do with it all.

The topics covered are varied and do not overlap with issues considered in the

RS GCSE course. Possible topics include racism, fair trade, medical ethics and the Holocaust.

As we are under no examination pressures, there is freedom to take plenty of time to consider and debate ideas and to arrive at our own personal judgments. It is a great way of putting the rest of what you are studying for GCSE into a broader context and to prepare for the sixth form experience.

## TEN TORS

The Ten Tors challenge takes place each year in early May on Dartmoor. The event is organised by the Army and involves 2,400 young people in 400 teams completing a two-day trek. Exeter School enters teams from the Middle Fifth for the 35-mile expedition and from the Lower Sixth for the 45-mile and 55-mile expeditions.

Ten Tors training is a big part of the Middle Fifth for many Exeter School pupils. Although not all pupils can take part in the Ten Tors challenge, often up to half the year group take part in the training walks and activities as part of Ten Tors training. All Middle Fifth and Lower Sixth pupils can apply to do the training, regardless of their involvement with the Combined Cadet Force (CCF) or the Duke of Edinburgh's Award Scheme.

The Ten Tors season begins in October with the Abbots' Way Walk, a challenging day walk from Buckfast Abbey to Tavistock. Whilst not mandatory, many pupils use it as a taster to help them decide whether to apply for training. During the autumn half term there are opportunities to attend National Navigation Award Scheme (NNAS) training courses, which develops important skills required to complete a Ten Tors route.

Over the winter and early spring, a series of training weekends in school and on Dartmoor culminates in the 1633 Challenge, the final phase in team selection and the school's equivalent to the Ten Tors challenge. Following this, teams are selected and train for one more weekend before embarking on the event itself.

The Ten Tors weekend is an exciting spectacle. Arriving at Okehampton Camp on Friday, pupils set off early on the Saturday for a two-day expedition, with many friends and family watching on. All being well, they return on the Sunday to be cheered in by well-wishers and to receive their medals.



# Bursaries

Exeter School aims to be as accessible as possible to applicants who would benefit from its academic, cultural, sporting and wide extra-curricular provision. We encourage all families to consider Exeter School, regardless of whether they think they can afford the full tuition fees. We do our best to admit and support a wide variety of pupils from many diverse backgrounds.



The governors of the school recognise that many of its parents must make personal sacrifices to secure their children's education and fees are set at levels which represent excellent value for money, particularly considering the opportunities offered by the school.

## BURSARIES

Bursaries are means-tested awards based on parental circumstances and are awarded on an annual basis. They are available to external candidates who meet the school's academic entry requirement and whose parents could not afford to send their child to Exeter School without financial assistance. The

financial support available through the school's bursary programme is limited and applications must be supported by a full, written, verified statement of financial circumstances. Parents who wish their children to be considered for a bursary should make an application by completing the form available from the Director of Admissions and Marketing once they have confirmed their child is a candidate for the coming year; the child has been registered, and the registration fee paid.

All applications for support for the year 2023/24 must be received by **Friday 13 January 2023**. The assessment process will include a home visit by an agent employed by the school. As a general guide, gross parental income will need to be below £60,000 per annum to be considered for a bursary.





# GCSE Examinations Results – 2022

Subject	Entries	9	8	7	6	5	4	3	2	1
Art & Design	17	1	3	4	3	6	0	0	0	0
Biology	90	52	23	10	3	2	0	0	0	0
Chemistry	90	30	25	22	7	3	2	1	0	0
Classical civilisation	31	6	12	3	6	2	1	1	0	0
Computer science	30	12	11	4	2	1	0	0	0	0
Design technology	24	8	6	2	4	2	1	1	0	0
Drama & theatre	20	11	5	0	1	2	0	1	0	0
Dual Science 1	24	0	7	10	6	1	0	0	0	0
Dual Science 2	24	0	2	11	6	5	0	0	0	0
English language	114	60	32	18	3	1	0	0	0	0
English literature	114	14	29	40	23	8	0	0	0	0
French	49	10	9	13	9	6	2	0	0	0
Further mathematics	25	10	5	8	2	0	0	0	0	0
Geography	85	35	20	18	7	4	1	0	0	0
German	23	13	3	5	2	0	0	0	0	0
History	63	15	18	17	9	2	1	1	0	0
Latin	7	5	1	1	0	0	0	0	0	0
Mathematics	114	37	27	22	16	9	3	0	0	0
Music	24	14	8	2	0	0	0	0	0	0
Physics	90	47	27	11	4	1	0	0	0	0
Religious studies	26	10	6	4	2	3	1	0	0	0
Spanish	46	5	8	16	8	4	3	2	0	0
TOTAL	1132	396	288	241	123	62	15	7	0	0
% achieving grades (cumulative)		35%	60%	82%	93%	98%	99%	100%	100%	100%









Victoria Park Road  
Exeter, Devon EX2 4NS  
01392 307080

[www.exeterschool.org.uk](http://www.exeterschool.org.uk)  
Facebook Twitter Instagram YouTube @ExeterSchoolUK