

# GCSE COURSES 2026-2028

A School of Great Character



# Welcome



Now that you are well into your Lower Fifth (Year 9) year, 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 beyond. Some of you may even already have an idea of the career you might wish to have when you leave school. Others may have no idea at the moment, and that's fine too!

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 make good use of the expert advice and support on offer 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!

Mr Graham Bone, Head  
[head@exeterschool.org.uk](mailto:head@exeterschool.org.uk)

# Welcome



As the head of middle school, I extend a warm welcome to you all as you consider the next chapter of your educational journey with us. As you read this, you stand on the threshold of a pivotal educational stage. Our commitment to academic excellence, character development, and fostering a love for learning sets the foundation for one of the most important periods in your lives.

We are dedicated to providing an exceptional education that opens doors to a world of possibilities. Decisions made will shape your future, and we are here to guide and support you every step of the way. I firmly believe that given the right circumstances, every pupil can achieve extraordinary things. Our balanced curriculum ensures that diverse aspirations are not only met but exceeded, preparing you for the best professions and contributions to society.

As you will find through this booklet, we offer a rich and diverse curriculum. We aim to inspire a love for learning, fostering creativity and critical thinking, and preparing pupils to understand and engage with the world, supported every step of the way by our fantastic pastoral support team.

You will be supported throughout your GCSE journey by your form tutor, head of section, head of house and head of year. I encourage you to use these resources as often as you need and we will do all we can to help you aspire and flourish.

Remember, your life's journey is not predestined. We have designed a thoughtful options process to guide you in choosing the right subjects. We encourage attentive listening to advice provided in assemblies and by teachers and your parents to ensure the best decisions are made. In return, we anticipate great commitment and achievements from you. We aim to nurture individuals who not only excel academically but also grow into well-rounded adults capable of enjoying the wonders of life.

Mr Mike Glanville, Assistant Head (Middle School)  
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# Welcome



Dear pupils and parents,

At Exeter School, our goal is to ensure every pupil flourishes academically through our well-rounded academic programme, which is rooted in character education. This booklet is designed to guide and support you as you choose the subjects to study during your Middle Fifth and Upper Fifth years (Years 10 and 11).

Our core GCSE subjects include maths, English, the sciences and one modern foreign language, which provide pupils with a strong academic foundation. Beyond the core subjects, you will have the opportunity to select three optional subjects, one of which will be a humanities subject. This decision is a significant milestone in your educational journey, and we are here to assist you at every step. Within these pages, you will find detailed guidance about choosing options, subject-specific information from the heads of departments (including topics and assessments) and an overview of the broader opportunities available during this exciting phase of your journey with us.

This booklet is distributed to all Lower Fifth (Year 9) pupils in early January, which provides you with plenty of time for discussion and careful thought before choices are finalised in February. Your tutor will be your key point of contact, offering wisdom and encouragement as you shape your individual pathway.

For pupils joining us from outside Exeter School, this booklet offers insight into the vibrant academic and co-curricular opportunities we provide. Our admissions team is ready to welcome you, ensuring all your questions are answered.

If you have any questions about your options or our GCSE programme, then do talk to your tutors and head of year or please contact me directly at the email address below. We look forward to welcoming you into this exciting and important stage of your Exeter School education.

Mr Paul Fennemore, Deputy Head (Academic)  
[pjpf@exeterschool.org.uk](mailto:pjpf@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 chosen 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, character and practical wisdom, 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 year, 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, your form tutor and your head of year
- 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

## COURSE OPTIONS

### COLUMN A

- Art and design
- Design technology
- Geography
- History
- Religious studies
- Spanish

### COLUMN B

- Computer science
- Design technology
- Drama
- French
- Geography
- History
- Music

### COLUMN C

- Art and design
- Classical civilisation
- Computer science
- Drama
- Geography
- Graphic Communication
- History
- Latin

studies.

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

Creative/technical – art and design, graphic communications\*, 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.

\*Graphic communications is a new subject; it will only run if there are sufficient numbers; if you choose it you can't choose art as well and you will need to indicate another preference in case it doesn't run; please see the art and design subject page for more information.

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

# 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 year, the 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.

## JANUARY

GCSE options booklet published.

## JANUARY AND EARLY FEBRUARY

Lower Fifth pupils will meet with their either their Head of Year, Head of Section or the Deputy Head (Academic) during assembly slots 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 22 JANUARY

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

## MONDAY 9 FEBRUARY (9AM)

Deadline for option forms 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.

### Do I have to study a modern foreign language?

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 form tutor/head of year 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 Combine Cadet Force (CCF)?

You have the option of choosing either CCF or the Duke of Edinburgh's Award. This is subject to availability as there are space limitations, but we will always endeavour to accommodate your first choice.

# 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 classroom 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. There are also numerous house competitions to enable all pupils to try something new and to represent their house.

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 an academic society, Crossing Club, for pupils from Middle Fifth up to sixth form that aims to extend pupils' experience, understanding and imagination.

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 venues. The music department runs music tours biennially to a range of locations across Europe.



# 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 2026 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 2028, 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 Thursday 5 February 2026. 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 critical thinker and a skilful analytical 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 Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson for the nineteenth century novel. The course also features an exciting poetry anthology containing classic poets such as Wordsworth alongside more contemporary voices like Armitage. Finally, you are required to formulate examination responses to unseen poems that you interpret.

For English language, you study for two examinations. In paper one, Section A requires demonstration of a range of skills centred around reading comprehension. Section B, meanwhile, demands an ability to write in a variety of forms and for varying purposes. In paper two, Section A requires a written answer exploring a poem or short prose piece; while paper one looks at non-fiction extracts. Section B requires writing an imaginative (paper two) or argumentative (paper one) piece. The syllabus promotes mastery of the essential reading and writing skills required in both academic and working life.

We also complete the spoken language endorsement (SLE) as part of our English language course. This is a separately awarded certificate, not affecting the IGCSE grade, marked as: pass, merit or distinction. These normally take the form of a speech pupils write in class and deliver to their classmates before answering a few questions on their topic. We encourage pupils to explore a wide variety of topics and pick something of interest to them.

Pupils are taught in broadly mixed ability sets by one teacher. Classwork is consolidated by home learning assignments and independent reading tasks. The Middle Fifth curriculum is largely concerned with covering course content, while the (I)GCSE year itself involves time enough to be revision-focused, and examination-centred in approach.

## METHOD OF EXAMINATION

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

In English language, you also sit two papers. One is 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. The second is about poetry and prose texts and imaginative writing (one hour thirty minutes). Section A involves writing an argumentative and analytical essay about one of ten seen poetry or prose texts. Section B involves writing a creative piece.

## EXAM BOARD AND ENTRY

**AQA**  
GCSE English Literature  
8702

**Edexcel**  
IGCSE English Language  
(Specification A) 4EA1

## NEXT STEPS

The study of English gives pupils the ability to read actively and communicate their thoughts 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. English is an excellent subject for the majority of careers as communication verbally and in writing is essential in almost all professions.

## CONTACT

Miss Jennifer Wilson, Head of English,  
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# Mathematics

## 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 and is entirely assessed in examinations at the end of Upper Fifth.

## 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. Much of your foundations will already have been built in lower year groups and you will build on these, as well as discovering new topics in the coming years.

## 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.

## EXAM BOARD AND ENTRY

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

## 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.

It is important to note that the further maths qualification is currently a Level 2 Certificate and not a GCSE as a full GCSE is not offered by the exam boards. It is also important to recognise that 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.

## CONTACT

Mr Matt Worthy, Head of Mathematics  
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# Modern Foreign Languages

## French, German and Spanish

### OVERVIEW

You will take the Edexcel GCSE examination in at least one language. This will be the third year of the new GCSE course.

All exams are taken at the end of Upper Fifth as there is no coursework or controlled assessment. All skills are examined in four different papers including Listening, Reading, Writing, Translation and Speaking. There are two tiers of study available, Foundation and Higher. The aim of this is to make the new GCSE more accessible to all learners. As you will see from the list below, there are a range of topics taught with a focus on the various countries where the language is spoken.

### COURSE OUTLINE

Themes to be studied are: my personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future, travel and tourism. There is in addition a wide variety of engaging and relatable sub-topics within each theme.

Some examples of what will be covered include: relationships, equality, the natural world, environmental issues, social media, gaming and future opportunities.

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 exchanges to Germany and France and a cultural trip to Spain during the GCSE course, which provide invaluable speaking practice and first-hand experience of the language and culture. The aim of these trips is to enhance our exam courses and to give pupils opportunities to experience the culture of those countries first-hand. Of course, the trips are not an essential part of the course.

### METHOD OF EXAMINATION

The speaking exam is a 7-12 minute examination (depending on the tier). It will be conducted by your teacher. It is a very important part of the GCSE, contributing 25% to the final mark. There is a text to read aloud, a role-play in a transactional setting, a picture description, questions and finally a follow-up conversation. The listening comprehension is a 45/60-minute examination, which contributes 25% to the final mark. It also includes dictation.

Reading comprehension and translation into English are assessed in a 45/60-minute paper. This also contributes 25% of the final mark.

The writing paper is a 1 hour 15 minute / 1 hour 20 minute exam which consists of a picture task (Foundation tier only), two writing responses and finally a translation into the target language. This is also worth 25% of the final GCSE.

### EXAM BOARD AND ENTRY

**Edexcel**  
**SE French/German/Spanish IFR1/IGN1/ISP – all have papers 1F/H, 2F/H, 3F/H and 4F/H**

### NEXT STEPS

If you wish to study French, German or Spanish at A Level then you will need to have studied that language 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 Claire Sewell, Head of Modern Foreign Languages  
[cs@exeterschool.org.uk](mailto:cs@exeterschool.org.uk)

# Science

## 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.

## COURSE OUTLINE

You will have 5 hours of science lessons a week, which will be evenly distributed between the three subjects across the course. All sciences 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.

## 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 paper (1hr 15m) on core and extension material in each of the three sciences.

## EXAM BOARD AND ENTRY

<b>Separate sciences</b> Edexcel IGCSE Biology, IGCSE Chemistry, IGCSE Physics 4BI1, 4CH1, 4PH1	<b>Double award science</b> Edexcel IGCSE Science (Double Award) 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.

## CONTACT

Mrs Jade Seaton-Burn, Team Leader of Science  
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# Art & Design

## OVERVIEW

The AQA Art, Craft and Design course offers a broad and exciting experience across a range of creative disciplines. At Exeter School, you'll have access to excellent facilities, including a purpose-built gallery for exhibitions, a fully equipped printmaking studio with silkscreen facilities, and dedicated spaces for painting, sculpture, and mixed media.

Alongside traditional fine art practices such as drawing, painting, and printmaking, you'll explore contemporary approaches using digital tools like Procreate on iPads, enabling you to develop skills in both physical and digital media.

You'll research artists and designers, develop ideas, and present your work in visually engaging sketchbooks and digital formats. Success comes from creativity, problem-solving, and a willingness to experiment and take risks.

## COURSE OUTLINE

- Portfolio (60%): Two projects – Identity and a Mock Exam project – plus a selection of further work such as experiments, workshops, and responses to visits.
- Externally Set Assignment (40%): Based on a chosen starting point, with preparatory work followed by 10 hours of supervised time.

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

## EAQA

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

## 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.

## NEW OPTION

### GCSE Graphic Communication

We are excited to be offering Graphic Communication as a potential new course alongside our existing Art and Design option. Graphic Communication falls under the umbrella of Art, Craft, and Design, but its outcomes will be primarily digital. While creativity and independent, personally led work remain central, this course is more design-focused and involves working to a brief.

Pupils will develop skills in visual communication, problem-solving, and digital media. It will appear on the options form as a separate choice. Please note that pupils may select either Art or Graphic Communication, but not both. If interest in the course is lower than anticipated, we will work with pupils who selected Graphic Communication to identify an alternative subject, which may include Art or another suitable option.

## CONTACT

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

# Classical Civilisation

## 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.

The department aims to run regular trips to the Mediterranean to put our learning into its context; our next trip will be to Sicily in 2026.

## 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 the heroes and culture of the Homeric world, and particularly the story of Odysseus. This subject will allow us to explore the archaeology of Mycenaean and Archaic Greece, as well as to read selections in translation of one of the foundational texts of European literature, *The Odyssey*. We will read stories about the monstrous Cyclops and the cunning Circe, while setting these tales into their historical context. This paper is a wonderful combination of visual and literary skills, and is an excellent introduction to some of the most important aspects of classical literature and culture.

## 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.

## EXAM BOARD AND ENTRY

**OCR**  
**GCSE Classical Civilisation**  
**JI99**

## 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.

## CONTACT

Mr Harry Drew, Head of Classical Subjects  
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# Computer Science

## 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 OneNote and Teams. Notes are word processed or given out and annotated by hand. A significant amount of lesson time is dedicated to learning and practising programming skills including working collaboratively with others.

## 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 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. This suits those who are prepared to practise programming in their own time.

## METHOD OF EXAMINATION

Two final exams each contribute 50% of the overall grade. Paper one is a one-hour 30 minutes 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 six 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.

**Edexcel  
GCSE Computer Science  
ICP2**

## EXAM BOARD AND ENTRY

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.

## NEXT STEPS

An understanding of 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.

## CONTACT

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

# Design Technology

## 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 in design technology.

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.

## 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.

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.

## 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%.

### CAIE

**IGCSE Design Technology: Resistant Materials  
0979**

## EXAM BOARD AND ENTRY

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.

## NEXT STEPS

Mr Alex Collard, Head of Design Technology  
[ac@exeterschool.org.uk](mailto:ac@exeterschool.org.uk)

## CONTACT

# Drama

## 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.

## 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.

## 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 minutes 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.

## EXAM BOARD AND ENTRY

**Eduqas**  
**GCSE Drama**  
**C690QS**

## 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 wellbeing. Drama also offers many transferable skills which can be used in your other subjects as well as in life.

## CONTACT

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

# Geography

## 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.

## 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.

## 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.

**AQA  
GCSE Geography  
8035**

## EXAM BOARD AND ENTRY

## 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.

## CONTACT

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

# History

## 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. The course allows you to delve deeper into fascinating topics of study that are arguably some of the most consequential aspects of world history. History IGCSE 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.

## 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.

Paper 1 topics:

- Dictatorship and conflict in the USSR 1924–53
- Germany: development of dictatorship, 1918–45

Paper 2 topics:

- China: conflict, crisis and change 1900–89
- Vietnam conflict 1945–75

## METHOD OF EXAMINATION

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

## EXAM BOARD AND ENTRY

### Edexcel iGCSE History 4HII

## NEXT STEPS

The course is designed to equip pupils with a secure foundation of skills and conceptual understanding in preparation for A Level study. History opens the door to a wide range of future career paths by developing highly transferable skills, including analytical thinking, critical evaluation, the ability to construct well-reasoned arguments, and strong communication skills.

## CONTACT

Miss Angela Harris, Head of History  
[ah@exeterschool.org.uk](mailto:ah@exeterschool.org.uk)

# Latin

## 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.

The department aims to run regular trips to the Mediterranean to put our learning into its context; our next trip will be to Sicily in 2026.

## 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 love and marriage.

The final component is Latin literature (narratives) and contributes 20% of the overall grade. This will be focused on the life of Nero described in Suetonius.

## 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.

**Eduqas**  
**GCSE Latin**  
**C990PA**

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.

## EXAM BOARD AND ENTRY

## NEXT STEPS

## CONTACT

Mr Harry Drew, Head of Classical Subjects  
[hmsd@exeterschool.org.uk](mailto:hmsd@exeterschool.org.uk)

# Music

## 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.

## COURSE OUTLINE

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, as well as exploring other genres and techniques, including tonal and minimalist compositional styles. Pupils in the Upper Fifth year will choose two compositional approaches to develop into complete compositions for submission. 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 concerto by JS Bach, Killer Queen by Queen, the theme from Star Wars, some electronic dance music and Defying Gravity from Wicked.

## 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 90-minute written examination at the end of the course, answering questions based on short excerpts of music, including a short essay.

**Edexcel  
GCSE Music  
1MU0**

## EXAM BOARD AND ENTRY

## 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.

## CONTACT

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

# Religious Studies

## 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 to visit their places of worship. 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.

## 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.

## METHOD OF EXAMINATION

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

## EXAM BOARD AND ENTRY

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

## 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.

## 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 in the second term of Middle Fifth.

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.

**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 into 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 allows 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 (DOFE)

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.

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 AND 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 school 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 session 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 one afternoon per week. The focus during this time is on the core 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 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 the schools core sports of hockey, rugby, netball, football, cricket with excellent programmes in place to challenge our best athletes. You can also choose to participate in badminton, body conditioning, gym, and cardio sessions, climbing and golf (both off site), a park run, rounders, spin, squash, swimming, yoga, table tennis and tennis. We hope that all pupils find an activity they enjoy and allows them to step away from the academic studies for the afternoon.

### 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.

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. PSHE is delivered predominantly through character and practical



wisdom lessons (referenced below), and supplemented with activities and talks in our assembly and form time programme.

### 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 Melanie Szender 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 (mas@exeterschool.org.uk), phone or in person.

### CHARACTER AND PRACTICAL WISDOM

You will have one period of non-examinable character and practical wisdom on your timetable each fortnight in both the Middle Fifth and Upper Fifth.

These lessons are designed to provide you with a relaxed and informal introduction to philosophical thinking and debate. We explore the origins of



virtue ethics and use role models and moral dilemmas to enhance your understanding of different ethical approaches. Time is also devoted to developing your practical wisdom, covering themes linked to statutory relationships and sex education, religious education and spiritual, moral, social and cultural content. The lessons



are designed to encourage lifelong aspiration and flourishing, and as such are grouped into the following four modules:

**1. Societal flourishing.** Lessons cover topics including the birth of western philosophy, how virtue ethics has influenced contemporary philosophical thought, the origins of democracy and the right to protest, as well as practical tips on how to manage money, employee rights and the extent to which we should embrace risk.

**2. Digital flourishing.** In these lessons epistemology and the art of critical thinking are explored, with both the opportunities and challenges presented by online content being investigated. You are also given time to consider and debate the existence of echo chambers and other online

influences.

### **3. Flourishing relationships.**

Throughout these lessons, up-to-date and relevant content is used to explore issues including consent and harassment, misogyny and misandry, body shaming and drink spiking. You are encouraged to think critically about where you get your information from and how to successfully navigate the challenges of life.

**4. Individual flourishing.** This final strand considers topics ranging from how to establish good habits and the art of mastering a growth mindset to how to be an ethical traveller and how to care for both the mind and body as you become increasingly independent. 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 (Year 10) 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 (Year 10) year 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 with compulsory training sessions for Middle Fifth pupils in the latter half of the autumn term, developing important navigational skills and also pupils' understanding and awareness of how to keep safe on the moor.

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 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. The registration fee can be waived for families who receive certain benefits.

All applications for support for the period 2026/27 must be received by Friday 9 January 2026. 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 – 2025

Subject	Entries	9	8	7	6	5	4	3-1
Art and Design	18	4	6	7	0	1	0	0
Biology	82	31	32	18	8	2	0	0
Chemistry	82	13	14	26	15	8	4	2
Chinese	5	5	0	0	0	0	0	0
Classical Civilisation	22	1	4	2	7	3	4	1
Computer Science	33	6	5	4	6	6	4	2
Design Technology	29	3	5	9	9	2	1	0
Drama	17	8	2	4	3	0	0	0
Dual Science 1	23	1	2	0	3	9	8	0
Dual Science 2	23	1	1	1	1	7	7	5
English Language	105	40	28	20	11	3	2	1
English Literature	105	10	28	28	18	15	4	2
French	38	4	5	7	10	3	4	5
Further Maths	22	8	3	2	5	3	1	0
Geography	80	18	19	22	14	4	3	0
German	25	6	7	7	4	1	0	0
History	57	18	17	10	5	4	1	2
Latin	10	5	4	1	0	0	0	0
Mathematics	105	20	33	19	18	9	6	0
Music	17	6	7	1	3	0	0	0
Physics	82	32	23	26	12	3	1	1
Portuguese	1	0	0	1	0	0	0	0
Religious Studies	20	4	6	5	4	1	0	0
Russian	1	1	0	0	0	0	0	0
Spanish	46	12	8	11	10	3	2	0
<b>Totals:</b>	1048	251	249	224	164	89	51	20
<b>Percentage:</b>		24%	23.8%	21.4%	15.6%	8.5%	4.9%	1.9%

Percentage 9-7 52.0%  
 12 pupils gained 10+ 9-8 grades  
 69% of all grades 9-7 grades





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