

SIXTH FORM COURSES

2024-2026

A School of Great Character



WELCOME TO EXETER SIXTH FORM



As you start to look forward to the exciting prospect of studying in the sixth form, I am sure that you have many questions about what the best kind of sixth form experience might be.

For every sixth form Exonian, we offer a host of opportunities to develop your character; to lead, explore and find a passion for something really meaningful to you, to develop your skills and interests, both within and beyond the classroom and to prepare you for the world beyond school, which you will inhabit sooner than you think.

I don't remember being given much advice (if any) about subject choices when I was in year 11... But in my school, we had a very small sixth form with extremely limited options... my decisions, though, were driven by a key piece of advice – do what you love and what you are good at. This is what will keep your learning at school satisfying and fun and will make the sixth form really enjoyable and enriching for you, and for those around you. The core study of A Levels and BTEC sits at the heart of our sixth form experience, but there is so much more than that with countless opportunities to participate in activities and develop your leadership skills, whether that is on the sports field, the stage, in the music performance or technical arena, or somewhere else... and those are just as fundamental to us as the subjects that you study.

Here at Exeter School, you will be brilliantly supported in all that you do – by fantastic subject teachers and academic leaders, and by the pastoral team in the sixth form – to ensure that you make the most of the opportunities presented. Pupils grow in so many ways in the sixth form, developing resilience, creativity, intellectual curiosity, demonstrating service and being aspirational and resilient. These skills will help you to find the path forward beyond school and underpin the success of our leavers when they head off to university, apprenticeship and the world of work.

Looking ahead to the end of your school years, you might wonder what you will look back on; of course your experiences in and out of the classroom and the development of your character will be key. More importantly, though, you will have forged lifelong friendships with your classmates, and will look ahead, I hope, to a fulfilling and exciting future.

And it all starts here!



Ms Louise Simpson

Head

head@exeterschool.org.uk



Your sixth form is a time to really look forward to and when many new opportunities arise. They are important years where you choose all your subjects of academic study and, later, decide on your next steps in education that will lead on to stimulating and fascinating careers. The challenges you will face, in our supportive environment, will help you to build on your aspirations. Developing core skills will lead you to becoming more independent in your studies.

Numerous options outside of the academic curriculum as well as excellent pastoral care provide an important educational balance and allow you to learn more about yourself. They help you build further confidence, together with an understanding of how to get the best out of yourself and others.

My hope is that this booklet excites you and helps you on your first steps towards finding your own voice and making your own decisions for your sixth form at Exeter School. Always remember that there is plenty of personal guidance and support on offer to help you make these decisions.

Pupils study four subjects through to the end of the Lower Sixth (Year 12) with most then

carrying on with three subjects through to the end of the course whilst some carry on with all four.

There is also the prospect of completing the extended project qualification if you wish. Most of our sixth form academic courses are A Levels but we also offer BTEC sport, an equally rigorous course that assesses and places expectations on pupils in different ways through the two-year course of study.

Whether it is the individual subject pages, the variety of courses on offer through the Futures programme, the wide-ranging sporting, artistic and cultural offering, or the opportunities to show leadership and initiative, I hope that you find this guide to our sixth form useful. If you wish to discuss anything further, then please do not hesitate to contact me.

Dr James Wilson
Deputy Head (Academic)
jlw@exeterschool.org.uk



The sixth form is an important and transformational time for all pupils. Exeter School offers excellent academic outcomes, a wonderfully wide range of extra-curricular activities, and supportive and caring staff, all in a setting that allows for independence and privileges, but also with structure and high expectations. Our aim is to allow pupils to develop a sense of responsibility, teamwork, and leadership skills.

Our sixth formers are helped and guided in developing both their academic and character education, in preparation for their lives after school. Support and encouragement are

offered as pupils make decisions towards achieving their future goals and as they prepare to take up their place in wider society.

We look forward to welcoming you into the sixth form at Exeter School and sharing many wonderful memories with you.

Mr Luigi Chu
Assistant Head (Sixth Form)
LC@exeterschool.org.uk

SIXTH FORM LIFE

The sixth form at Exeter School is much more than just a place to study. It provides a wide range of opportunities to develop existing interests and try new activities.



Sixth form pupils develop leadership skills and have access to many sources of advice about higher education and future employment. Two years in the sixth form provide a host of exciting and enjoyable opportunities outside of the classroom.

The sixth form have their own purpose-built centre, which includes a common room, study and seminar rooms, a pool room and a kitchenette. The sixth form offers an opportunity for pupils to learn with greater independence and there is a distinct shift in classroom culture with pupils expected to read around their specialist subjects in order to bring their views and learning to lessons.

Pupils can help develop their leadership skills in many ways and take up positions of responsibility to help run the school: as school and senior prefects, in clubs and societies, within the house system, in school teams, and as part of their role within the Friday 8



programme. Sixth formers often assist the junior school with a variety of activities and clubs, conduct tours for visitors and prospective parents, and represent the school at public events. The sports leaders programme enables pupils to learn about the role of coaching and extend their knowledge in a range of sports ▶





over a two-year course (see page 45). Sixth formers are also given the opportunity to qualify as a lifeguard and put this skill into practice in the indoor pool.

Pupils are also encouraged to take on a leadership role as a wellbeing ambassador or peer mentor to younger pupils. All these positions offer opportunities to learn more about leadership and management, and to develop important skills for later life: an ability to accept responsibility and carry out tasks reliably, working as part of a team, an ability to think and act independently of instruction or supervision, and learning to lead junior pupils and those from their peer group.

Exeter School regularly runs major expeditions. Recent adventures include a 2022 sports trip to Canada and a music tour to Barcelona. 2023 saw the return of the popular skiing trip and an exciting trip to India.

Sixth formers can take part in the Young Enterprise scheme, the UK's largest business and enterprise education charity. They set up and run a trading company for a year under the guidance of a Young Enterprise business advisor, developing their team working and problem-solving skills. The challenge is to design and market innovative products. In recent years, pupils have reached the Devon finals winning best trade stand and best overall business and have represented the country in the West of England round of the competition.



Music is thriving at Exeter School and pupils can perform regularly in Exeter Cathedral and local churches, as well as in the music school's concert hall. There is a full programme of annual musical events including the carol service, spring, and Water Aid concerts as well as the annual Choral Society, whose members include senior pupils, staff, and families of pupils.

Sport plays an important role in the life of Exeter School. All pupils can immerse themselves in a wealth of social and competitive sport. The central aim is to develop in all pupils an interest in, and enthusiasm for, physical activity, while nurturing their independence, self-confidence, leadership, and teamwork. As well as the major sports of rugby, hockey, football, netball, rounders and cricket, other options include swimming, climbing, water polo, spin bikes, body conditioning, aerobics, shooting, cross country, squash, basketball, and table tennis.





TECHNOLOGY

Members of the sixth form should bring a mobile device to school to aid them with their studies and enable full participation in all lessons. Mobile devices support collaborative learning both in class but also remotely when completing tasks at home. They also promote innovation, creativity and risk-taking to enhance learning in ways that were previously not possible, providing a more personalised learning experience by assisting teachers to address individual needs in many different ways.

The learning environment at Exeter School has moved rapidly in recent years to include more digital approaches. However, we still maintain paper-based approaches, blending the best of the traditional with the new and innovative.

Mobile devices are additional tools which will aid the development of high level employability skills and a level of technical understanding that gives an awareness of current working practices and an extra competitive edge when it comes to next steps.

MOBILE DEVICE REQUIREMENTS

Mobile devices brought into school must:

- Have a screen size of at least 10 inches
- Include a keyboard (either hardware, software or Bluetooth)
- Run the latest version of Microsoft Office which is available from school
- Have built-in Wi-Fi and the ability to access the internet
- Have a battery life of over five hours of regular use

YOUR STUDY PROGRAMME

The A Level and BTEC courses available are explained in this guide. You will find course information, entry requirements and methods of examination as well as ideas for future career paths.

In addition to a host of A Level subjects, we also offer BTEC sport in the sixth form. All pupils study four subjects in the Lower Sixth (Year 12) with one subject chosen from each of the columns below. In the Upper Sixth (Year 13), most pupils drop one subject and continue with the remaining three subjects to the end of the course, although a number will continue to study all four subjects.

If your first choice of four subjects does not fit into these option columns, then it is worth checking and discussing with us whether the four subjects fit well together: do they combine to give you options going forward as well as supporting each other? Some subjects (those labelled with an *) are more moveable than others and it is essential that you include details of the subjects that you want to study on the options form (or email admissions@exeterschool.org.uk for external applicants) if they do not fit the columns below. After the options form deadline, which is Friday 2 February 2024, we will try to alter the columns to accommodate your choices. In the very rare case where this is not possible, we will provide a combination of subjects that is appropriate to your higher education or employment ambitions.

WHAT ARE A LEVELS?

Advanced Level qualifications (known as A Levels) are subject-based qualifications that can lead to university, further study, training, or

work. A Levels are linear qualifications which means you take all the exams at the end of the two-year course rather than being assessed after each module.

If you enjoy academic learning and want to study a broad range of subjects, A Levels would be the perfect option for you. A Levels are valued by universities and employers alike. Some universities require specific A Levels for certain courses, and they will not accept vocational qualifications.

WHAT ARE BTECS?

A BTEC is a vocational qualification, which means that it has a career focus. BTEC pupils gain skills and knowledge in their subject area, then put those skills into practice in real-life scenarios. They are a flexible option, so you can choose to study a BTEC alongside A Levels. In the sixth form at Exeter School, we offer the BTEC National Extended Certificate in sport, which is equivalent to one A Level. As a BTEC pupil you will put your learning into practice straight away by taking part in assignments, developing practical skills, and building knowledge.

Most universities accept BTECs in relevant subject areas, similar to how they would with equivalent A Level qualifications, but you should investigate the entry criteria of any degree course you are interested in before committing to the qualification.



COURSE OPTIONS

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
Biology English literature History Further mathematics Geography Mathematics Music* Spanish*	Biology Classical civilisation* Computer science Geography History Latin* Mathematics Physics Religion, philosophy and ethics* BTEC sport*	Art and design Biology Business Chemistry Drama and theatre* Economics French Further mathematics German* Politics	Business Chemistry Design technology* Economics Electronics* English literature Geography Physics Psychology

(In order to study A Levels in mathematics and further mathematics, both further mathematics options must be chosen in columns 1 and 3. This is because further mathematics are taught both subjects in a single class that covers both columns)



CHOOSING YOUR SUBJECTS

You have the opportunity to discuss your preferred subject choices and chat with teachers and heads of departments at our sixth form open evening on **Thursday 9 November 2023**.

For our current pupils there is also the Upper Fifth parents' evening towards the end of January 2024 where you can gain further advice from your subject teachers and head of house. Prospective new pupils are always welcome to contact the admissions team (admissions@exeterschool.org.uk) to arrange an individual meeting to discuss your study and subject options.

Making choices about which subjects to study is rarely easy. The factors to be considered when choosing subjects include the following:

- enthusiasm for further study of the subject
- ability previously shown in this or a related field
- intentions for higher and further education and future career choices
- suitability of the combination of subjects
- keeping future options open

Please read this booklet carefully and then ask for advice from your teachers, parents, head of house, heads of department and current sixth form pupils. In particular:

- discuss your suitability for subjects with teachers
- talk to sixth formers studying those subjects
- ask yourself what you like about the subject
- discuss your thoughts with your parents and head of house
- look beyond the sixth form to university and career possibilities. The UCAS website can be used to check that your options choices are suitable for certain university courses

COMPLETION OF THE OPTIONS FORM

If you are a current pupil in the Upper Fifth at Exeter School, your parents should return your provisional options form to the school by 9am on Friday 2 February 2024 by completing the online form on My School Portal. New pupils joining the sixth form will be asked to complete their options form when accepting the offer of a place following their entrance interviews.

CHANGING OPTION CHOICES

If you change your mind after the submission of your provisional options in February then you must see your head of house and the Deputy Head (Academic). New pupils joining the sixth form should contact the admissions team who will be able to offer help and advice.

Subject choices may also be modified, if necessary, once you see your GCSE results in August. It should be noted that in the event that a course is heavily over-subscribed, February requests will take precedence over later changes. All option choices are then finalised immediately before the start of the autumn term 2024.

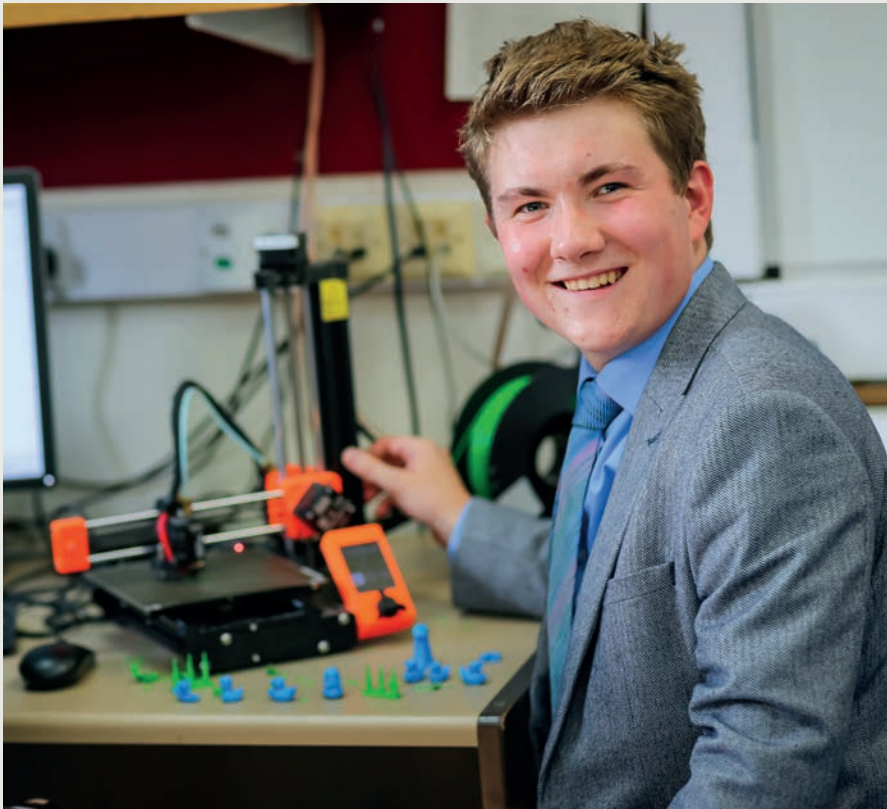
In the very rare case that a course is heavily over-subscribed then the limited admission to such a course will be based on three principles:

- date of application – February requests will take precedence over August requests
- importance of the subject for a pupil's subsequent career
- previous level of performance in related subjects – e.g. GCSE grades

It is important to note that courses listed in this prospectus are all expected to run in September 2024 but are dependent on a viable number of pupils for each course. If there is a particular course that you would like to study but that is not currently offered, then please get in touch with the Deputy Head (Academic) as soon as possible.

THE FUTURES PROGRAMME

Careers, university and employability.



Alongside our core academic programme, we offer a number of high-quality and wide-ranging opportunities that focus on preparing you for your life beyond the sixth form. There are several important skills you need to develop in order to ensure your future options remain open. To help, we have developed a coordinated Futures programme of lectures, workshops and other activities that take place in dedicated timetabled slots in the week.

Each activity is focused on developing one or more of three key strands essential for future success: employability, careers, and university.

Employability: this focuses on the development of the appropriate skills, attitudes, and values in preparation for the path you may wish to take in the



future. This strand includes practical workshops (such as 'producing the perfect CV' and 'presenting with

confidence') as well as broader sessions on leadership and wellbeing.

Careers: this focuses on developing your understanding of the nature of the labour market and of different careers options. It also includes specialist careers advice from those already working in their desired field. This includes highly successful specialist advice for medics, and our "Help!" I haven't a clue' workshop for pupils unsure about their next steps.

University: you will receive guidance on course and university choices and develop your understanding of the UCAS application process. This includes our successful programme for pupils who wish to apply for highly selective courses and/or universities: medicine, veterinary science, dentistry, and Oxbridge. There are also additional workshops on managing finances and even cooking on a budget!

In order that all pupils receive the greatest benefit from this innovative programme, you are able to plot your own path over two years through your own special and unique series of different activities.

As part of the Futures programme, there are also several landmark events throughout the sixth form, including a careers convention, the higher education forum and a Lower Sixth careers conference. You are given the chance to experience a general interview away from the school and every effort is made to match you to an interviewer with similar interests. This is a unique opportunity for you to practise interview techniques and improve your presentation skills.

When Lower Sixth pupils return from examination leave in the summer term, you will take part in a series of events that are fun, active, and productive, and will further develop the three strands of the Futures programme. These special events include team building and leadership activities and the ever-popular business and enterprise day.

BEYOND EXETER SCHOOL

Your combination of subjects will affect the range of courses open to you in higher education and there are a number of points to consider.

QUALIFICATIONS:

- Some careers demand a very high standard of qualification (e.g. veterinary science, medicine, law) so pupils should speak with their subject teachers and head of house about their chances of achieving the necessary A Level grades.
- Acceptance on some courses may depend upon having completed relevant work experience whether this is with a company or through a club or society at school.
- However, for most pupils getting work experience is useful in deepening knowledge building and developing skills, and to show commitment. Try to think creatively about how to gain experience. Are there any online courses you could take advantage of, or a virtual event that will allow you to listen to key professionals working in a certain sector? How about listening to career podcasts or seeing if there are any alumni that you could connect with? All these ideas and more can deepen your knowledge of career opportunities.
- (I)GCSE qualifications may be used by some universities as selection criteria for making conditional offers.
- There are an increasing number of additional examinations required for entry into medicine, veterinary science, law, and maths at a number of universities including Oxford and Cambridge. These are generally sat close to or during the October half term in the Upper Sixth year.

ABILITIES:

You are encouraged to try and identify career paths that match up to your own abilities and skills. It is important to consider which GCSE subjects you achieved well in, but non-examinable



skills (transferrable skills) are equally important.

INTERESTS:

- You should think about what careers you might find enjoyable and satisfying.
- Throughout your time in the sixth form, you can access the latest information on higher education in the school library and on the school intranet.
- Mrs Melanie Szender is the school's Career Pathways Advisor and is keen to offer guidance and advice at any point during the year whether it is by email, phone or in person.

MORRISBY:

You have the opportunity in the Lower Sixth to sign up to the Morrisby

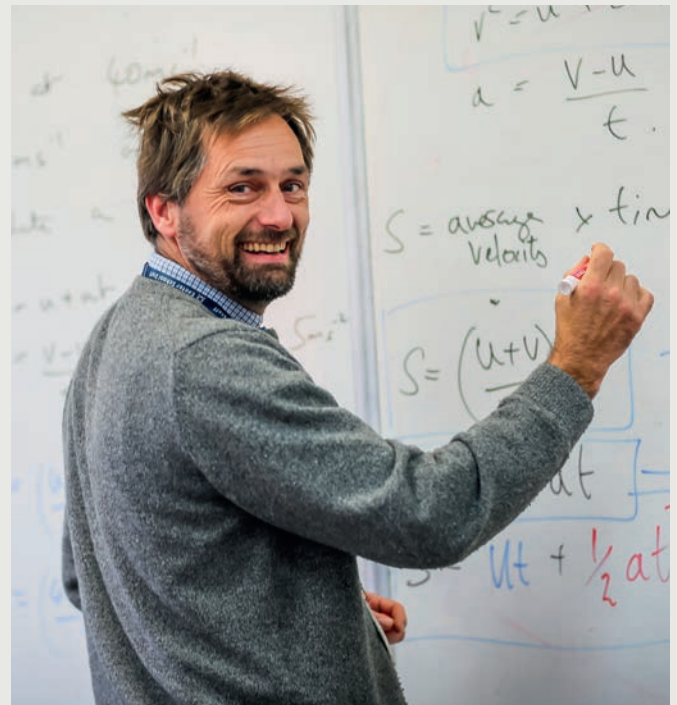
careers programme, including its psychometric profiling. This psychometric careers programme is a powerful tool that helps guide career ideas, shows clear entry routes into hundreds of careers, and provides the latest labour market intelligence.

DEGREE LEVEL APPRENTICESHIPS:

Going to university will still be the right choice for many of our pupils but degree level apprenticeships are another alternative that should be considered. You would work for a company gaining valuable experience whilst also completing a degree. Often your university fees are paid for by the company and you are also earning a salary at the same time.

HOW WE SUPPORT YOU

Careers, university and employability.



PASTORAL CARE

Our knowledge and understanding of all our pupils as individuals are key; we aim to develop your personal wellbeing and support you to achieve your very best. New pupils are welcomed warmly, and we provide an individual approach to supporting you as you settle into your new community.

There is a large and experienced team who focus on your pastoral care. In our busy world, it is essential that you develop self-awareness which then leads to you taking a proactive approach to your own wellbeing. You will be invited to take time out from your routine and attend mindfulness sessions led by our qualified Mindfulness in Schools practitioners.

The focus for pastoral care and academic guidance is our 'tarten' structure of year groups and the house system. You will belong to a house made up of approximately 140 pupils from the Third Form to the Upper Sixth, led by the Head of House, as well as your year group, led by the Head of Year and overseen by Mr Chu, Head of Sixth Form. Your sixth form tutor will normally remain with you for both years and be a key figure in your pastoral welfare and academic progress.



We firmly believe in working closely with our families, hosting events throughout the year which help to foster strong relationships. Pupils and parents are encouraged to attend as many parents' evenings, school events and social functions as possible. Parents are encouraged to keep in touch with your tutor and Head of Year regarding any personal or academic matters. Miss Dunning, Deputy Head (pupil development, welfare and wellbeing) and Mr Chu (Head of Sixth Form) also contribute significantly to your pastoral care.

ACADEMIC SUPPORT

In addition to the personalised support from your teachers, both in and out of your lessons, many departments also run a schedule of lunchtime support sessions that sixth form pupils can access if they wish. These offer opportunities for you to brush up on some basics, get some specialist support on a particularly vexing problem, or engage in challenging extension material.



ENTRY INTO SIXTH FORM

Entering Exeter School for your sixth form years is an exciting prospect. We are here to support you through the process.

The vast majority of Upper Fifth (Year 11) pupils at Exeter School continue into the sixth form but there has also been a long tradition of a significant number of new entrants from other schools. To qualify for entry into the Lower Sixth, applicants and current Upper Fifth pupils need to achieve a minimum of three grade 7 and three grade 6 GCSEs as well as passing GCSE English and mathematics and have a positive reference/school record (that includes conduct, attendance and punctuality).

Individual subject entry requirements are also detailed on the subject pages within this guide.

External applicants will be invited to

one of our interview days, the first of which will be held on **Saturday 2 December 2023**. The day consists of:

- Interviews with the heads of departments of the four subjects the applicant wishes to study. These are designed to discover an applicant's motivation, future potential, and existing subject knowledge.
- An interview with the Head and meeting with the Head of Sixth Form.
- Evaluation of a reference provided by the candidate's present school.
- A computer-based cognitive abilities (CAT4) test.

New entrants should inform the school of their GCSE results as soon as possible after GCSE results day in August 2024.

The school is normally unwilling to accept a situation whereby sixth form pupils live in accommodation beyond the pastoral care of their families. Parents and pupils who wish to make such arrangements must first discuss their plans with the Head or Director of Admissions and Marketing. The school works with Gabbitas Education to provide a guardianship service and homestay accommodation for any international pupils entering the sixth form.





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ART & DESIGN

OVERVIEW

You will follow the AQA art, craft and design syllabus, which allows you to explore many different aspects of the subject. The course is designed to build on the skills, knowledge and understanding introduced at GCSE and you are required to develop practical work supported by critical/ contextual studies in one or more of the following disciplines: drawing, painting, mixed-media, sculpture, installation, printmaking, moving image (video, film, animation) and photography.

COURSE OUTLINE

In the first year of the course, you will be introduced to a variety of experiences, employing a range of media, processes and techniques appropriate to their area of individual study. Your knowledge of art will be extended through contextual research, experimentation with materials, development of ideas and the realisation of final outcomes. Great emphasis is placed on the individuality of approach and the willingness to take risks with techniques and concepts. Recording from direct experience is an essential part of the course and life drawing classes are held throughout the autumn and spring terms in the Lower and Upper Sixth to help you to develop this critical skill.

The second year of the course is divided into two key areas:

1. Personal investigation (60% of A Level)

A personal investigation in which you develop practical work in response to an idea, issue, concept or theme of their choice. The practical work is supported by a personal study of 1,000 – 3,000 words.
(No time limit)

2. Externally set assignment (40% of A Level)

An externally set assignment based on eight starting points from which you will select one. You will work on preparatory studies before producing a conclusive personal response in the supervised time.
(Supervised time: 15 hours)

METHOD OF EXAMINATION

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

ENTRY REQUIREMENTS

A minimum GCSE art grade 6 is strongly recommended. You should have an enquiring mind, be highly motivated, and are expected to be an organised, self-disciplined, independent thinker.

EXAM BOARD AND ENTRY

AQA
A Level Art and Design – Art, Craft and Design
7201/C/X

NEXT STEPS

The subject develops pupils' imagination, creative involvement and aesthetic sensibilities and prepares them well for a foundation art course and degree courses in art, design or architecture. Professions involving art and design are wide ranging including: fine art, architecture, theatre design, fashion, graphic design, illustration, animation and publishing.

CONTACT

Mrs Jen Brewer, Head of Art
jlb@exeterschool.org.uk

BIOLOGY

OVERVIEW

This course provides a foundation in fundamental biological principles whilst exploring modern applications of biology. The topic areas studied in the sixth form build upon and extend the material covered in IGCSE biology, with answers to 'why?' and 'how?' molecules, cells and organisms interact. In addition to exploring the traditional areas of biology, you will also gain an up-to-date insight into technological, social, ethical, and environmental implications of the subject.

We encourage pupils to take an active role in the lessons, from contributions to discussion, to group tasks and pupil modelling. Theory lessons are supported by many relevant practical investigations and activities. At the start of the second year, we run a fieldwork residential to FSC Nettlecombe in Somerset.

COURSE OUTLINE

The first four topics, taught in the Lower Sixth cover many fundamental principles, which are built upon and used in context in the last four topics in the Upper Sixth year.

1. Biological molecules – Investigates the properties of carbohydrates, lipids, nucleic acids, and proteins and understands the roles these essential molecules play within organisms.
2. Cells – From the basics of cell ultrastructure, we explore ways in which substances move into and out of cells, how cells divide and cellular interactions of the immune system.
3. The exchange of substances between organisms and their environment – Studies digestion and absorption, the specialised gas exchange surfaces of gills, insect tracheae, lungs and leaves and concludes with studying the circulatory system and plant transport.
4. Genetic information, variation, and relationships between organisms – Explores the importance of the genetic code and causes of variation and diversity.
5. Energy transfer in and between organisms – Covers the biochemistry of photosynthesis and respiration and links them to energy transfers between organisms.
6. Organisms respond to changes in their internal and external environments – Delves into the world of stimuli and receptors, nervous coordination, muscle contraction and hormones.
7. Genetics, populations, evolution, and ecosystems – Introduces fieldwork techniques to study population ecology, then continues with genetic inheritance and evolution.
8. DNA technology and control of gene expression – Discovers what controls whether, and when, genes are expressed, then explores techniques and ethics of gene technology such as genetic engineering and DNA fingerprinting.

METHOD OF EXAMINATION

There are three examination papers at the end of the second year. Papers one and two test content and practical skills from topics taught in the first and second years respectively. Paper three tests the full course material, with questions of a synoptic nature and an essay.

There is also a teacher-assessed practical endorsement based on pupils completing a minimum of 12 core practicals undertaken throughout the course.

ENTRY REQUIREMENTS

Minimum GCSE biology grade 6 (with similar chemistry grade) or 6, 6 in dual award science. Grade 6 or higher in GCSE maths is strongly recommended. An ability to learn key terms and apply knowledge to new contexts is essential for success in the exams.

EXAM BOARD AND ENTRY

AQA
A Level Biology
7402

NEXT STEPS

A broad range of career areas are open to graduates in biological sciences: agriculture, biotechnology, biochemistry, cell biology, data science, dentistry, ecology and conservation, forestry, genetics, horticulture, marine biology, medicine, nutrition, pharmacy, physiotherapy, psychology, veterinary science, zoology. Biology also keeps the door firmly open for more general careers in teaching, business and finance.

CONTACT

Mrs Julia Metcalf, Head of Biology
jhm@exeterschool.org.uk

BUSINESS

OVERVIEW

Business A Level provides a comprehensive investigation into the business world, determining the purpose of businesses and how they make decisions. It provides an insight into a range of diverse topics from marketing and human resources through to finance and the legal structures of businesses. You will also look at the different strategies that businesses adopt to survive in highly competitive and constantly changing market.

COURSE OUTLINE

In the Lower Sixth, you are given a preliminary insight into the major functional areas of a business. This will include marketing, which looks at how firms successfully market their products and position themselves, and operations management, which investigates how businesses organise their production lines and measure quality control. You will also learn some of the management techniques used by businesses and critically assess the leadership styles employed by various firms. Financial concepts are also covered here, and pupils will be able to investigate common financial problems encountered by firms such as cash-flow problems and issues around raising capital for start-up businesses and PLCs alike.

In the Upper Sixth, you will build upon the work covered before and look at how firms operate strategically to survive and grow. You will learn how firms are affected by the macroeconomic environment and how firms must adapt to changes brought on by political, economic, technological, and social changes. Using various case-studies you will come to understand some of the success stories from the corporate world and some of the failures. Finally, looking to the future, you will assess the impact of innovation, internationalisation, and digital technology on firms.

METHOD OF EXAMINATION

Three two-hour written examinations, assessing the work from both the Lower Sixth and Upper Sixth years. The papers will contain a mixture of multiple choice, short and long answer questions. All the papers will assess relevant knowledge and skills as all papers are synoptic. Paper three is based on a single case study where pupils are expected to view businesses holistically, answering long essay style questions.

ENTRY REQUIREMENTS

No previous qualification in business is required for the A Level course and you are expected to have at least GCSE grade 6 in maths, English language and English literature.

EXAM BOARD AND ENTRY

AQA
A Level Business
7132

NEXT STEPS

Most pupils who study business at A Level go on to study business or a related course at university and there are a wide range of courses available. Although not essential, business can be seen as a gateway to courses as diverse as finance and management, marketing, accountancy, international business and strategic management.

CONTACT

Mr Stuart Mackintosh, Head of Business
skm@exeterschool.org.uk

CHEMISTRY

OVERVIEW

Chemistry is central to the study of modern science because it is the only subject which provides knowledge of the structure of substances, an understanding of the ways in which particles behave and interact and how these are translated into observations in our macroscopic world.

The units covered in the sixth form build upon the material covered in GCSE chemistry dividing the subject into its three traditional areas of inorganic, organic and physical chemistry. The work in the Lower Sixth year covers the fundamental principles of these three areas, with the Upper Sixth work then building and expanding on them. Experimentation, practical skills, and data handling skills form an integral part of the course.

COURSE OUTLINE

The main topics within the course are:

1. Inorganic chemistry

The chemicals of the periodic table are the focus of the inorganic chemistry. Chemical trends are studied in the Lower Sixth, with particular focus on group II and group VII. In the Upper Sixth, the varied chemistry of transition metals, their structures and their complexes forms a large part of the course. Periodicity and the patterns across the periodic table helps to link both years.

2. Organic chemistry

This unit illustrates the importance of carbon compounds. In the Lower Sixth, we delve deeper into the chemistry of many of the compounds already studied at GCSE, such as alkanes and alkenes, alcohols and halogenoalkanes. In the Upper Sixth, further functional groups such as carbonyls, aromatics compounds and amines are studied. A brief introduction to biochemical compounds, with modern analytical techniques such as NMR and chromatography make up the remainder of the unit.

3. Physical chemistry

Among the familiar GCSE topics expanded upon here are atomic structure, amounts of substance, chemical bonding, energy changes, redox reactions, reversible reactions and the periodic table. In the Upper Sixth, a more quantitative approach is taken to gaseous equilibria, kinetics and energy changes. Acids, bases, buffers and pH are also studied, along with thermodynamics.

METHOD OF EXAMINATION

Three two-hour written examinations, assessing the work from both years. The papers contain a mixture of multiple choice, short and long answer questions. They also assess practical skills with the final paper containing further questions on practical techniques and data analysis. In addition, there will also be a teacher-assessed practical endorsement based on pupils completing a minimum of 12 core practicals undertaken throughout the course.

ENTRY REQUIREMENTS

Minimum GCSE chemistry grade 6 or GCSE double award science grades 6,6; although grade 7 is strongly recommended. GCSE mathematics grade 6

EXAM BOARD AND ENTRY

AQA
A Level Chemistry
7405

NEXT STEPS

University course admission: chemistry is essential for all courses in chemistry, medicine, dentistry, biochemistry, materials science, pharmacy and chemical engineering.
Career information: Although many chemistry graduates work in industries involved with a range of materials such as oil, pharmaceuticals and processed food, just as many find the skills they have developed allow them to embark on a range of careers such as accountancy, marketing, banking and the legal profession.

CONTACT

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CLASSICAL CIVILISATION

OVERVIEW

This course is designed for pupils who are fascinated by the Greeks and Romans, but prefer to read about them in English. We study selections from their literature and history and gain an overview of how they saw their world, of their extraordinary achievements and of how they influenced the world we live in now. Anyone who has enjoyed studying English and history should enjoy this course, which involves a great deal of imagination, enquiry, and debate. There is no Latin or Greek language requirement, and it is not necessary to have studied the subject at GCSE as pupils taking the subject from scratch at A Level can do extremely well.

Pupils studying classical subjects occasionally have opportunities for theatre visits to see Greek and Roman plays in translation. In 2023, the department took a trip to visit Athens, Delphi and Mycenae.

COURSE OUTLINE

The A Level course consists of three exciting components, giving pupils the opportunity to explore the ancient world through both literature and visual/material sources. You study one set text and one cultural topic during the Lower Sixth year and expand on these during the Upper Sixth year with the study of culture and the arts.

1. The world of the hero (40%)

Using English translations, you will study the *Odyssey* of Homer and Virgil's *Aeneid*. These texts explore the legends surrounding the fall of Troy. You will learn to appreciate the artistry and excitement of these tales and gain insight into the cultures that produced them.

2. Culture and the arts (30%)

You will study Greek theatre through the study of three great plays and by considering physical, archaeological evidence. As well as considering the dramatic power of these plays, the course explores important concepts such as the rise of democracy and the ideas of Aristotle.

3. Beliefs and ideas (30%)

You will look at the dramatic years at the end of the Roman Republic, exploring the politics and personalities of the great men involved both through the events themselves and through the speeches and letters of Cicero.

METHOD OF EXAMINATION

Assessment is by examination. All papers are a mixture of shorter responses focused on evidence, either from a written source or a visual one, and longer essays.

ENTRY REQUIREMENTS

You require a minimum of grade 6 English literature at GCSE level. You do not need to have studied GCSE classical civilisation. There is no requirement for any knowledge of classical Greek or Latin. An interest in literature and history and an ability to write analytical essays is essential.

EXAM BOARD AND ENTRY

OCR
A Level Classical Civilisation
H408

NEXT STEPS

An A Level in this subject is an excellent preparation for a classics, classical studies, ancient history, or archaeology degree course. Nearly all university classics departments now offer courses to candidates with no prior knowledge of Greek or Latin. An A Level in classical civilisation is also an excellent background for the study of English, American or European literature, as so many writers have been influenced by Greek and Roman literature, ideas, and mythology. Classicists enjoy a reputation as accurate analytical thinkers and many find successful careers in politics, law, the civil service and the media, as well as in academic life.

CONTACT

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COMPUTER SCIENCE

OVERVIEW

This subject will develop pupils' understanding of the principles of problem-solving using computers. There is an emphasis on programming at A Level and scope for pupils to show their individuality in their programming projects. The syllabus is split largely into theory and programming lessons, with the main programming language being C#.

Lessons include a variety of approaches with resources shared through Google Classroom and a custom website. Most of the time in lessons is then given over to answering questions to challenge and develop understanding of theory concepts or creating programs to demonstrate and explore programming concepts. Homework tasks can be either theory or programming work and the Wolfson suite facilities are available to pupils who want to work in between lessons. There are also many extra-curricular opportunities with competitions or awards such as Bebras, National Cipher Challenge, CodinGame, British Informatics Olympiad, or iDEA. We also enjoy inviting alumni back to talk to current pupils about their experience in computing.

COURSE OUTLINE

1. Paper 1 – problem solving and programming

This paper examines computational thinking skills, programming and applying theoretical concepts to problem-solving situations. Topics include programming constructs, data structures, standard algorithms, and regular languages. Part of the paper relates to Preliminary Material – a ready-made program provided by the exam board which we will study, adapt, and extend in lessons.

2. Paper 2 – theory

This paper tests knowledge and understanding of theoretical aspects of the course and considers the impact of cutting-edge developments in computing. Topics include how the hardware and software components of a computer system work together to execute a program, how data is transmitted over networks and the internet, and how binary can represent different types of data and programs in a computer. The syllabus also features sections on relational databases and functional programming. The question formats are predominantly short answer with some multiple choice and some extended answer questions.

3. Non-exam assessment – a computing practical project

The NEA assesses your ability to create a program to solve a practical problem or investigation of your own choice. You must also document the analysis, design, testing and evaluation of the solution. Typical choices of problems include games, simulations, databases, or interactive websites although the range of choices is extensive.

METHOD OF EXAMINATION

Paper one is a 2 ½ hour on-screen examination, contributing 40% of the overall grade. Paper two is a 2 ½ hour written examination, contributing 40% of the overall grade. The non-exam assessment contributes 20% of the overall grade, based on the project documentation, the code bank itself, and the testing videos.

ENTRY REQUIREMENTS

Numeracy is required at a number of points in the course and A Level mathematics is recommended although not required. GCSE computer science is helpful but not a requirement. Previous programming experience is recommended although not required; a willingness to practise programming in your own time is essential.

EXAM BOARD AND ENTRY

AQA
A Level Computer Science
7517

NEXT STEPS

University course admission: a qualification in computer science combines well with many subjects especially those involving a logical and systematic approach. Programming skills are important in all scientific, engineering, and mathematical disciplines as well as increasingly in the creative arts. Although rarely listed as a pre-requisite, having studied A Level offers an advantage as an introduction to some of the first-year material.

Degree level apprenticeships: several high-profile organisations now offer degree level apprenticeships in computing and particularly cyber security disciplines.

CONTACT

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DRAMA & THEATRE

OVERVIEW

Drama and theatre studies is challenging in its requirement for you to have both practical skills and the ability to write analytically and originally in a formal written exam. This is one of only a few truly creative courses. It promotes communication, collaborative learning and problem solving; fostering creativity as well as personal and social development. It is a well-balanced course, encouraging academic rigour in the study and analysis of texts, and creativity in putting theory into practice via performance or technical design. Each week the lessons are split between lessons attributed to practical based performance and exploration of practitioners such as Brecht, Stanislavski, Lecoq, Frantic Assembly, Complicité and Berkoff, and lessons being primarily desk based as you prepare the set texts (*As You Like It*, *Accidental Death Of An Anarchist*, and *The Curious Incident Of The Dog In The Night-Time*) for the written exam.

COURSE OUTLINE

In the Lower Sixth, you participate in a number of practitioner workshops before going on and completing component one of the course (the 're-interpretation'). You will also study one of the set texts in this year. In the Upper Sixth, you will complete component two by the middle of the spring term. Alongside your practical work for component two, you continue your preparation for the component three written exam by studying the second set text and the specified extract dictated by the exam board of *The Curious Incident Of The Dog In The Night-Time*.

Regular trips to watch live theatre is part of the course. We would expect you to attend arranged theatre trips, as it is a course requirement that you must include live theatre influence in all of your written work.

METHOD OF EXAMINATION

The A Level drama and theatre studies course is assessed by examination of either performance skills or design skills, as well as through a written exam. Weighting for assessment is 60% practical and 40% written exam.

In component one (internally assessed), you use the theories and ideas of a theatre company or practitioner to re-imagine an extract from a choice of plays. This is then realised in performance as either an actor or a designer (lighting, sound, stage design or costume) and supported by an essay that documents your development process.

In component two (externally examined), you perform two pieces. The first is an original piece of theatre inspired by one of four stimuli from the exam board where you must use the theories of a practitioner or theatre company to inform your ideas. The second is an extract from an existing script in a contrasting style to your devised piece. If you are a designer, then you participate in these two pieces from a technical perspective and then give a five to ten minute presentation to the visiting examiner explaining your ideas. Both performers and designers then produce a report that evaluates the performances.

In component three (2½ hour written exam), you answer questions on three set texts from the perspective of an actor, a director, and a designer.

ENTRY REQUIREMENTS

There is no stereotypical pupil of drama and theatre studies. A GCSE in drama is not required, although is beneficial. However, an interest in theatre, an imagination, a readiness to engage in independent research and an enthusiasm to work with others are all essential qualities.

EXAM BOARD AND ENTRY

Eduqas
A Level Drama and Theatre
A690QS

NEXT STEPS

The skills acquired in this course will equip you for a multitude of careers, as well as teach you a wide range of skills beneficial to life in general. The skills that the world economic forum identified as the most desirable among employers, are cultivated in drama (communication, problem solving, teamwork and cognitive thinking) – skills that A.I. and the automation of tasks cannot replace. Pupils have gone on to all the major universities including Oxford and Cambridge, following courses across the academic disciplines. There have also been successful applicants to all the major drama schools. Post university, many have made successful careers in theatre, television and cinema.

CONTACT

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DESIGN TECHNOLOGY

OVERVIEW

Potential industrial designers and those interested in other specialist design disciplines should be considering this course as a fundamental ingredient in their skill set.

The combination of in-depth material, process and construction knowledge, combined with innovatively solving real world problems through design, prototyping and testing, create well rounded pupils capable of delivering realistic products for manufacture. Engineers with both practical skills and theory knowledge are most sought after.

COURSE OUTLINE

Component one: Principles of design and technology

In class, you will develop a knowledge and understanding of a wide range of materials and processes used in the field of design, technology, and engineering. Industrial and commercial practices, quality control systems, health and safety, environmental factors, design history, legislation, digital technologies and information handling are all studied. This knowledge informs coursework decisions and is tested through the written examination of 2½ hour duration, and accounting for 50% of the qualification.

Component two: Independent design and make project

In this unit, you are given the opportunity to develop your creative, technical, and practical skills through a design and make project. The project must have a commercial viability and is developed with the support of a client. You will demonstrate creativity and flair by designing, making, and evaluating a prototype. Industry standard skills using Autodesk Inventor and Fusion 360 3D computer-aided design, and rapid prototyping techniques including laser cutting and 3D printing will be taught and used in coursework. You will also be supported to perfect skills of design sketching and innovative problem solving.

METHOD OF EXAMINATION

A 2½ hour exam tests your knowledge of component one, through both short and long written answers, mathematical questioning and graphical diagrams, accounting for 50% of the qualification.

A coursework piece is completed, that demonstrates an iterative approach to a design opportunity, and is supported by close liaison with a client or user group. This accounts for the remaining 50% of the qualification.

ENTRY REQUIREMENTS

A grade 6 at GCSE in a design technology related course, and good quality graphic communication skills and an aptitude in design technology is desirable. You should have the ability to analyse products and apply knowledge to real situations. Coursework will require ability to work independently and to look at problems with an open mind. Organisation, time management and a good work ethic are also vital.

EXAM BOARD AND ENTRY

Edexcel
A Level Design Technology: Product Design
9DT0

NEXT STEPS

Design technology is one of the broadest subjects and thus it has a wide range of future university, apprenticeship, and career opportunities. These include academic courses associated with manufacturing industries, engineering, product design, project management and architecture.

CONTACT

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ECONOMICS

OVERVIEW

Economics studies the logic of the choices we make as a society. We start at the elementary level of consumers buying goods and services and go on to develop an understanding of how and why governments choose between different national objectives. We will look at a range of issues from trying to understand why some economies are not developing as rapidly as others, to looking at how individual consumers behave in the exciting new field of behavioural economics. The course will give you a thorough grounding in economic ideas and an understanding of what makes the economic system tick.

COURSE OUTLINE

The A Level course is divided into two distinct areas:

1. Microeconomics

This looks at the operation of individual markets and provides an insight into how markets work. In the Lower Sixth, you will look into a range of markets, from commodity markets (including the oil market) to currency markets. You will also look at market failure, where government intervention is required to maximise the welfare of society. Markets studied include the education markets, transport markets and the drugs market. In the Upper Sixth, you will investigate market structures, looking at how monopolies and oligopolies operate and how the government intervenes in these markets to ensure they operate efficiently.

2. Macroeconomics

This area of the course looks at how the British economy works and how the government intervenes to try and influence key national indicators. You will assess economic performance by looking at inflation, unemployment, trade and economic growth and consider monetary and fiscal policy goals. In the Upper Sixth, you look at the international environment, looking at the global financial markets and international institutions such as the IMF, World Bank and WTO. You will also be expected to critically assess the economic impact of global events and logically deduce consequences.

METHOD OF EXAMINATION

Three two-hour written examinations, assessing the work from both years. The papers will contain a mixture of multiple choice, short and long answer questions. Paper one is based on microeconomics and paper two is based on macroeconomics. Paper three is a synoptic paper which draws on both microeconomic and macroeconomic topics.

ENTRY REQUIREMENTS

No previous study of economics is required to study the A Level course, although an interest in current affairs is expected. A minimum GCSE grade 6 in mathematics, English language and English literature is required.

EXAM BOARD AND ENTRY

AQA
A Level Economics
7136

NEXT STEPS

Although you do not need to study A Level mathematics to study A Level economics, many university courses require A Level mathematics. Those considering economics at Cambridge and the LSE are advised to take further mathematics.

CONTACT

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 skm@exeterschool.org.uk

ELECTRONICS

OVERVIEW

Just look around you – electronics is everywhere! Electronics specialists are in demand. In the A Level electronics course, you will learn about the basic principles and building-blocks of electronic systems and how to use these basic ideas to design and build more complex systems. There is a lot of practical work. Almost every circuit and system that we describe in theory is then built and tested by pupils. The culmination of the course is a major individual project, in which you design, build and test an electronic system to your own design and specification.

COURSE OUTLINE

The starting point of the course is a careful review of circuit theory from GCSE physics. The course covers both digital and analogue electronics, including programming digital microcontrollers. The exam board provides an excellent set of dedicated notes that complement the work we do in class. The course is split into three sections:

Core concepts

System synthesis, DC electrical circuits, input and output sub-systems, energy and power: in DC and AC circuits.

Component one

Semiconductor components Logic systems

Operational amplifiers Signal conversion

AC circuits and passive filters Communications systems Wireless transmission Instrumentation systems

Component two

Timing circuits Sequential logic systems

Programming of microcontrollers Digital communications

Optical communication Mains power supply systems

High power switching systems Audio systems

METHOD OF EXAMINATION

40%: Principles of electronics, 2 hour 45-minute written examination.

40%: Application of electronics, 2 hour 45-minute written examination.

20%: Non-examination assessment comprising two practical tasks that are to design and program a microcontroller system and to design and build a substantial integrated electronic system.

ENTRY REQUIREMENTS

Mathematics and physics (combined science) at a minimum of GCSE grade 6. No prior electronics knowledge is required.

EXAM BOARD AND ENTRY

Eduqas

A Level Electronics

A490

NEXT STEPS

In recent years, many of the pupils have enjoyed the subject so much that it has influenced their choice of degree, and they have gone on to study electronics engineering at university. We also have pupils head on to a wide range of different degree courses at top universities, including subjects such as music, sound technology, economics and sports management.

CONTACT

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ENGLISH LITERATURE

OVERVIEW

English literature involves exploring some of the most influential poems, novels and plays that have shaped, and continue to shape, the world we live in. If you are interested in the big ideas which have forged who we are as thinking individuals, and have an ear for language and the way words create music and light, then English literature is the subject for you. Over two years, you will hone your close reading skills and your ability to analyse and argue, both in speech and in writing. You will become a better thinker, a better communicator and a better writer. English literature is a stimulating, well-respected (and facilitating) university subject in its own right and is essential for a number of important careers such as law, media, the performing arts and business. Indeed, if you want to read law then English literature is the most important subject to study.

COURSE OUTLINE

In the Lower Sixth, you will study an exciting range of stimulating modern poetry as well as two prose texts: *Heart of Darkness* and *The Adventures of Huckleberry Finn*. In addition, you will explore one modern play, Tennessee Williams' classic tale of the American Deep South, *A Streetcar Named Desire*. You will also start working on your coursework texts.

In the Upper Sixth, you will study *Hamlet*, arguably Shakespeare's finest play, as well as an anthology of poetry from the modernist period – with featured poets including Robert Frost, T S Eliot and E E Cummings. You will also complete a piece of comparative non-examination assessment ('NEA') (started in the Lower Sixth). We offer a range of texts to study, from *Brideshead Revisited* and *The Great Gatsby* to *Wuthering Heights* and *True Grit*.

In addition to the texts studied as part of the course, the English department also encourages wider reading through lunchtime discussion groups. The aim here is to cover a range of texts – from medieval to modern day – in an informal setting to inspire pupils to extend their reading and their love of literature.

METHOD OF EXAMINATION

All components of the course are externally assessed (three examinations worth 80% of the total mark) other than the NEA (worth 20% of the total mark), as follows:

- Paper 1: Drama (*Hamlet* and *Streetcar*)
- Paper 2: Prose (the two prose texts: see above)
- Paper 3: Poetry (modernism and a question on taught/unseen poetry)

The NEA comprises a comparative essay on two texts of between 2,500 and 3,000 words.

ENTRY REQUIREMENTS

You are likely to have achieved at least a GCSE grade 6 in English language and literature. More importantly, you should take pleasure in reading, the discussion of ideas and the art of writing.

EXAM BOARD AND ENTRY

Edexcel
A Level English Literature
9ETO

NEXT STEPS

Opportunities will be provided for those pupils interested in reading English at university and specialist Oxbridge tuition is available. The department has a strong record of acceptance at Oxbridge and Russell Group universities.

CONTACT

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EXTENDED PROJECT QUALIFICATION

OVERVIEW

The Pearson Edexcel Level 3 Extended Project allows learners to study a topic area which extends their learning in an area of study, as a standalone qualification. Learners devise an analytical dissertation question which expands their learning in their field of study, in a related area, or in an area that is relevant to their own personal interests. The EPQ is offered as a dissertation and takes place in part through the Futures programme. Learners are provided with taught sessions designed to develop research skills and referencing conventions. Individual supervisions punctuate the programme at pivotal moments although the essence of the programme is to provide a framework for independent research. Those who complete this qualification find themselves very well-equipped for the demands of undergraduate life having finished their own academic research presented in a format that conforms to the conventions required in academia.

COURSE OUTLINE

Pupils will be assessed on their ability to plan, manage, complete and review their project. It is completed between October in the Lower Sixth through to October in Upper Sixth.

You would complete a project proposal form, project log, your dissertation and a ten-minute presentation to an invited audience over that 12-month period.

METHOD OF EXAMINATION

It is assessed by supervisor-assessors from within Exeter School and externally moderated by the exam board. An EPQ is worth half an A Level. The final dissertation is between 5,000 and 6,000 words in length.

ENTRY REQUIREMENTS

None specified.

EXAM BOARD AND ENTRY

Edexcel
Extended Project Level 3
P301

NEXT STEPS

An EPQ qualification is used by some universities to adjust UCAS offers. For example, a UCAS offer of AAB could be adjusted to ABB with an A in an EPQ. Both Cambridge and Oxford rate the EPQ as an indication of academic engagement beyond A Level courses although they never make offers based on an EPQ. Medical and veterinary schools encourage applicants to undertake an EPQ. Reference to an EPQ in a UCAS personal statement can provide a useful point of discussion at university interviews.

CONTACT

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GEOGRAPHY

OVERVIEW

Geography occupies a central position in understanding and interpreting issues affecting people, places and environments across a range of spatial and temporal scales. As a multi-disciplinary subject, it presents you with the contextual knowledge and understanding of the big global problems we face today and equips you with the analytical and evaluative skills needed to manage these effectively. You will investigate the principal meteorological, hydrological and geomorphological processes operating in the physical world as well as the social, demographic, economic and political systems in place in the human world. A Level geographers are logical and analytical thinkers. They possess the skills to present ordered and coherent arguments in a variety of ways with the aim of solving human and environmental issues.

The geography department has a good programme of fieldwork, which usually includes an optional overseas field trip. Recent locations have included Interlaken, Sorrento, Iceland and Sicily. There will also be two local fieldwork day trips as part of the course.

COURSE OUTLINE

The course follows an even split of human and physical topics across both years:

Core physical geography

You will study topics on hydrology and fluvial geomorphology, atmospheric processes and weather, and tectonic and slopes processes and weathering. Links are made to the human impact and ways of managing issues.

Core human geography

You will study the dynamic nature of how populations evolve in structure and the issues this poses, the different types of migration and reasons for this, and the changing structure of rural and urban settlements.

Advanced physical geography

You will study hazardous environments and hot arid and semi-arid environments, building on your knowledge and understanding of the Lower Sixth course. The sustainable management of these environments is assessed and evaluated by considering the interactions between human and physical processes.

Advanced human geography

You will investigate the decision made in managing sustainable energy supplies as well as the environmental impacts that different energy strategies have. Environmental degradation looks at the nature, causes and solutions to pollution issues as well as the protection of environments at risk at local and regional scales. Global interdependence involves trade flows and patterns, international debt and aid and tourism.

METHOD OF EXAMINATION

This is an international A Level and the syllabus is followed by overseas schools as well as prestigious independent schools in the UK.

Paper one: Core physical geography (25%) and paper two: core human geography (25%) Section A: Three data response questions, Section B: One structured question from a choice of three.

Paper three: advanced physical geography options (25%) and paper 4 advanced human geography options (25%).

Candidates answer questions on two of the optional topics. Each topic consists of one structured question and a choice of essay questions. Each paper is 1 hour 30 minutes.

ENTRY REQUIREMENTS

Although a GCSE in geography is not a prerequisite of the course, it is desirable in order to have the necessary foundations in knowledge and understanding. A grade 7 and above is preferred.

EXAM BOARD AND ENTRY

**CIE Cambridge International
A Level Geography 9696**

NEXT STEPS

Geography is a popular degree course at university, where it can be studied as either a science or an arts subject. Pupils often choose to combine geography with another subject such as economics, planning or languages. A geography degree gives pupils a wide range of transferable skills and this makes them very employable. Geographers take up employment in business and commerce, research, teaching, tourism and recreation management, and also with environmental agencies, the UN and the EU.

CONTACT

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HISTORY

OVERVIEW

Exeter School offers a modern history course that attempts to strike a balance between British, European and world history. The overarching theme (and course title) is: 'The Development and Erosion of Democracy 1800-2000'. Building on knowledge and skills learnt at GCSE the course develops a greater understanding of the modern world, not least key themes such as imperialism, nationalism, capitalism and communism. Important skills in the handling and evaluation of historical source material are developed to enhance your critical reading and understanding of the past.

COURSE OUTLINE

The topic 'In search of the American Dream: the USA, c1917-96' comprises a study in breadth, in which you will learn about the dramatic political, economic and social transformation of the USA in the twentieth century, an era that saw the USA challenged by issues at home and its involvement in international conflict. There is also an in-depth study of what impact the Reagan presidency had on the USA in the years 1981-96.

The topic 'India, c1914-48: the road to independence, comprises an in-depth study of the transition of the Indian sub-continent from a colony to independence and the subsequent influence on both the nature of civil rights campaigning and the search for national self-determination throughout the world. You will gain an understanding of the changing relationship between Britain and India during this period and of the reasons for this.

The topic 'Ireland and the Union, c1774-1923, explores the Irish struggle for constitutional change, the ways in which the Irish economy and society evolved and their impact on mainland Britain. This was a difficult period in the development of Irish society and for Anglo-Irish relations, involving passion, tensions and commitment to different causes that were in many ways irreconcilable.

The non-examination assessment on 'Hitler's Germany 1933-45, is a single extended essay (maximum 4,000 words) that allows you to examine issues of historical interpretation and historiography. The work of three historians will be used to debate a key issue, such as 'How powerful a dictator was Hitler?' or 'How popular were the Nazis?'

METHOD OF EXAMINATION

There are three external examination papers worth 80% of the overall marks:

Paper one: USA 1917-96 (2 hours and 15 minutes)

Paper two: India 1914-48 (1 hour and 30 minutes)

Paper three: Ireland 1774-1923 (2 hours and 15 minutes)

There is one coursework element on Nazi Germany marked internally and then externally moderated, worth 20% of the overall marks.

ENTRY REQUIREMENTS

At least a grade 6 in GCSE history or a similar subject e.g. English.
It is not a requirement to have studied GCSE history.

EXAM BOARD AND ENTRY

Edexcel
A Level History
9H10

NEXT STEPS

History is a rigorous yet accessible academic A Level subject that is held in high regard by universities and employers alike. Apart from obvious career routes, such as history lecturing, teaching, research, archivist, librarianship and museum curatorship, history is also a useful background for careers in law, journalism, management, accountancy and business. Many of our pupils go on to study the subject at university including reading history at Cambridge and Oxford.

CONTACT

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LATIN

OVERVIEW

For those who have enjoyed the satisfaction of Latin translation or the pleasure of learning about the Roman world, Latin A Level gives the opportunity to take your study to a much more profound level. It builds naturally on the work done at GCSE but develops far further your understanding of the grammar and syntax. This not only will give able linguists a strong grounding but also develops reasoning skills and logical thinking. In addition, you can engage with the literature and culture of the ancient world, appreciating the artistry of the poetry as well as exploring the history of this extraordinary society.

Pupils studying classical subjects occasionally have opportunities for theatre visits to see Greek and Roman plays in translation. In 2023, the department took a trip to visit Athens, Delphi and Mycenae.

COURSE OUTLINE

The work in the Lower Sixth will cover more complex grammatical features, developed through reading a wide range of historical tales in Latin, and one prose set text; in the Upper Sixth, the focus will shift to reading verse unseen and also preparing the verse set text, which generally has a more mythological or cultural focus. There are four components to the course:

1. Unseen translation (33%): You learn how to translate texts from a variety of prose authors as well as a set verse author by building on your knowledge of vocabulary and grammatical structures.
2. Prose composition or comprehension (17%): You use your knowledge of vocabulary and grammar to answer questions about a Latin prose and verse text.
3. Prose literature (25%): You study two Latin prose literature set texts in depth; you will appreciate the style as well as the content of the passages set, and will complement your reading of the Latin with passages studied in English.
4. Verse literature (25%): You study two Latin verse literature set texts in depth; you will appreciate the style as well as the content of the passages set, and will complement your reading of the Latin with passages studied in English.

METHOD OF EXAMINATION

All four elements are assessed by examination. You will be expected to translate into English, but not into Latin. Papers on literature involve some longer written responses, as well as a prepared translation.

ENTRY REQUIREMENTS

You should have at least a grade 6 in Latin and English literature at GCSE level, although a 7 in Latin is strongly recommended.

EXAM BOARD AND ENTRY

OCR
A Level Latin
H443

NEXT STEPS

An A Level in Latin leads naturally to a degree in classics, ancient history or archaeology, or joint honours degree (e.g. English and Latin). It provides a particularly useful background for the study of English, European languages and literature, or European history before 1700. However, Latin pupils are well prepared for any arts degree course. Students of medicine and law will also find their knowledge of Latin very useful, helping them to recognise and understand technical terms quickly. Classicists enjoy a reputation as accurate analytical thinkers and many find successful careers in politics, law, the civil service and the media, as well as in academic life.

CONTACT

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MATHEMATICS

OVERVIEW

Mathematics A Level continues to develop the topics studied in GCSE or IGCSE mathematics, and introduces methods and techniques used in many subjects at university level and beyond. The mathematics course covers a range of pure and applied mathematics, including mechanics and statistics. Mechanics at A Level is not essential for A Level physics but could be advantageous if you are considering university courses such as physics or engineering. Statistics is increasingly important in many fields such as biology, geography, business, economics and marketing. Mathematics is also an interesting subject to study for its own sake.

COURSE OUTLINE

The breakdown of the course is shown below.

The content below follows the year 1 and year 2 textbooks. In fact we start year 2 pure during the L6. We start the applied in the U6 when all the pure has been covered.

1. Pure mathematics year one

Topics will include proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.

2. Pure mathematics year two

Further techniques involving proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry and integration as well as an introduction to numerical methods.

3. Statistics and mechanics

Section A: Statistics

- Statistical sampling
- Data presentation and interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing

Section B: Mechanics

- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws
- Moments

METHOD OF EXAMINATION

Each of the three areas above is examined by a written paper that is two hours in length. Pupils must answer all questions in each paper and calculators are allowed throughout. Each paper is worth a third of the overall qualification. In the pure mathematics two exam, knowledge of all topics in pure mathematics one will be assumed. The statistics and mechanics examination contains two sections – one for each discipline.

ENTRY REQUIREMENTS

A GCSE or IGCSE grade 6 is the minimum requirement, with a grade of 7 or higher strongly recommended. Pupils studying maths in the sixth form will need a graphical calculator to support their studies – we normally arrange to source them at the start of the Lower Sixth. The current recommended model is the Casio CG50.

EXAM BOARD AND ENTRY

Edexcel
A Level Mathematics
9MA0

NEXT STEPS

University course admission: Mathematics A Level is a valuable subject for almost any course. It is essential for courses in mathematics, statistics, sciences and engineering, and desirable for most numerate courses such as economics, finance or management.

Qualifications in mathematics are essential for many careers in numerate subjects and helpful in many others; for example, many interviews for management posts require tests in numerical reasoning.

CONTACT

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FURTHER MATHEMATICS

OVERVIEW

A Level further mathematics must be combined with mathematics A Level and this means further mathematics counts as two options and therefore must be selected in columns one and three. The teaching in these two columns then covers both the mathematics and the further mathematics A Level content. The mathematics and further mathematics courses are usually taught together in a dedicated group, which has a mixture of directly taught lessons and independent study lessons. The topics covered in further mathematics help broaden the pupils' mathematical experience and knowledge beyond the A Level mathematics course.

COURSE OUTLINE

The breakdown of the course is shown below. Core pure 1 & 2 are mandatory and count for 50%. The other 50% comprises two of the options below. The two options papers are most likely to be numbers three and four which have been offered for the previous 2 years but may vary depending on the interests of the set.

1. Core pure mathematics one

Topics will include proof, complex numbers, matrices, further algebra and functions, further calculus and further vectors.

2. Core pure mathematics two

Further techniques involving complex numbers, algebra and functions, calculus, polar coordinates, hyperbolic functions and differential equations.

3. Further mathematics option one: Further mechanics one

Momentum and impulse, collisions, centres of mass, work and energy, elastic strings and springs.

4. Further mathematics option two: Further pure one

Vectors and geometry, conic sections, inequalities, T formulae, Taylor series, methods in calculus, numerical methods and reducible differential equations.

5. Further mathematics option three: Further statistics one

Poisson and binomial distributions, hypothesis testing, central limit theorem, chi squared tests, probability generating functions.

METHOD OF EXAMINATION

Each of the four areas above is examined by a written paper that is 1 hour 30mins in length. Pupils must answer all questions in each paper and calculators are allowed throughout. Each paper is worth 25% of the overall qualification.

ENTRY REQUIREMENTS

The further mathematics teaching takes place in column one and column three. Pupils would usually have a GCSE grade 8 or 9 and should have the potential to achieve grade A* in A Level mathematics.

EXAM BOARD AND ENTRY

Edexcel
A Level Further Mathematics
9FM0

NEXT STEPS

University course admission: Further mathematics is a major benefit for many courses in mathematics, sciences or engineering, and for those who enjoy the subject it is likely to enhance their application for any university course; it may provide an exemption from some first year courses. It can also be a distinct advantage for elite universities' courses in other disciplines with significant mathematical content.

CONTACT

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 gjdc@exeterschool.org.uk

MUSIC

OVERVIEW

Music at A Level is not intended just for pupils aiming to study music at a university or conservatoire. It is equally suitable as one of a mixed group of subjects leading to qualifications in other areas. It is highly facilitating, rigorously academic, creative and very practical, covering a wide range of valuable skills; independent learning, teamwork, presentation skills, active and critical listening, essay writing, confidence and creativity.

COURSE OUTLINE

Component one: Performing

This is based on you playing or singing solo, in an ensemble, improvising, or using music technology. You have regular rehearsals with an experienced accompanist who can guide and assist. Typically, the very best marks are achieved by performing pieces at or above grade 6 standard.

Component two: Composing

One route teaches formal harmony techniques such as 4-part harmony and the completion of Bach chorales, the other teaches free composition in a range of styles, including the department's specialist areas of choral music, jazz, pop and both contemporary and traditional instrumental music.

Component three: Appraisal

Pupils acquire deeper knowledge and understanding of musical elements, contexts and language, as well as aural responses, by means of both short questions, short essays and extended writing. There are three areas of study:

1. Classical music (specific examples of Baroque concerto, Mozart opera and romantic piano music)
2. Popular music (based around the study of classic songs by the likes of Stevie Wonder, Beyoncé, Muse, Daft Punk, Labrinth and Joni Mitchell)
3. Jazz, in Year 13 (including Pat Metheny, Miles Davis and Louis Armstrong)

METHOD OF EXAMINATION

- Performing is worth 35%, and the recital for the non-examination assessment is six to seven minutes long.
- Composing is worth 25%, and candidates produce about five minutes of music for the non-examination assessment.
- Appraising is assessed by means of the only written examination which is two hours long and worth 40%

ENTRY REQUIREMENTS

You will need to be committed to playing, studying, and listening to music. A Level candidates can access the best marks in the performance units performing at grade 5 in Lower Sixth, and grade 6 in Upper Sixth.

EXAM BOARD AND ENTRY

AQA
A Level Music
7272

NEXT STEPS

Universities and employers are very interested in music A Level due to the wide range of transferable skills acquired during study. All universities recognise music A Level as a rigorous and academic subject, and its balance with other A Levels is welcomed for all university courses.

Many former A Level musicians have gone on to take university and conservatoire degrees in music at the very best universities.

Alumni music graduates have gone on to work in many fields, including law, as administrators for arts organisations, as accountants, running businesses, teaching, in research and education, as well as performing.

CONTACT

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MODERN FOREIGN LANGUAGES

OVERVIEW

In a post-Brexit UK, it is even more important to speak other people's languages. To do this well, we must not only know the language but also understand the different cultures and ways of thinking. Most school leavers in the UK have no formal qualification in a foreign language, and most of those who do, will be able to offer GCSE level at most. Therefore, an A Level in a modern language will set you apart from the rest.

It is hugely practical. According to the British Council's Languages for the Future project, 'there can be no doubt that the UK needs more of its people to speak foreign languages – for employability, for trade and the economy, and for our cultural life'. You will be in demand in the workplace and will also have an advantage over your peers when competing for university places. Studying languages to an advanced level shows that you are culturally aware, open-minded, adaptable and in possession of excellent communication skills. These are key attributes for success in life beyond Exeter School.

A Levels in modern languages follow on neatly from IGCSE, in that you will still be refining your skills in listening, speaking, reading and writing in your chosen language. You will also learn new and valuable skills, such as translating into and out of the language, taking part in issue based debates, and writing essays on a range of texts and films that you will study in depth.

Studying a play and film in the language is a key part of the course and sometimes mentions of 'literature' cause concern, but this is usually the area of the course people remember and value the most: in the final analysis, they are stories giving you a window into a target language community. You will study the history of the main European countries where the language is spoken and carry out a research project into an aspect of history or culture which has particularly captured your attention. Every society has its particular quirks, fascinations, obsessions and idiosyncrasies, and mastering the language in all its formats gives you greater enjoyment and understanding of the countries where your chosen language is used.

To this end a range of visits abroad are offered to help you find out about the people who speak your chosen language, and you should look into the possibility of visiting a country where the language is spoken at least once during the A Level course. You will also spend one of your free periods working with a foreign language assistant, firstly in pairs, then later on your own, to ensure your oral skills are highly polished.

COURSE OUTLINE

Module one covers aspects of society in France, Germany, Spain: including the world of work, family structure, education, environment and tourism. Module two covers artistic culture throughout the French, German and Spanish-speaking worlds: including music, media, and festivals and traditions. Module three covers multiculturalism in France, Germany, Spain: including the history, benefits and challenges of immigration, and public opinion including the extreme right wing. Module four covers political culture in wartime France; East Germany and reunification; the Spanish Civil War; the Franco dictatorship and the transition to democracy. You will also study at least two literary texts and one feature film, analysing plot, character and authorial techniques.

METHOD OF EXAMINATION

Listening, reading and writing skills are assessed through an exam that is two hours long and counts for 40% of the A Level: you answer a number of questions in the target language, based on several listening and reading passages, as well as a summary and translation into English. You control the listening soundtrack yourself, pausing and repeating as necessary. Prose translation and texts/film are assessed through an exam that is 2 hours 40 minutes long and counts for 30% of the A Level: you will write two essays in the target language – either both on the literary texts, or one on a text and the other on a film that you have studied during the course.

Speaking is assessed through a 16 to 18 minute speaking exam that counts for 30% of the A Level: you discuss with your teacher a statement about one of the topics in the course not covered in your research project (six minutes). You will then present and discuss the findings of your research project (two minutes' presentation, and nine to ten minutes' discussion).

ENTRY REQUIREMENTS

Ideally a grade 7, 8 or above at GCSE. In addition, you will need a willingness to discover the countries where the target language is spoken, a desire to debate and speak the language, an interest in current affairs as well as in the grammar and structure of languages, an eye for detail, the ability to spot patterns in words and a retentive memory for vocabulary.

EXAM BOARD AND ENTRY

Edexcel
A Level French / German / Spanish
9FR0 / 9GN0 / 9SP0

NEXT STEPS

University course admission: An A Level in a modern language is key to studying that language at tertiary level. It also demonstrates to admissions tutors in any discipline that candidates have completed one of the most academically rigorous A Level courses, involving a range of transferable skills and much independent research.

Career information: The majority of linguists will combine their language skills with another discipline at undergraduate or postgraduate level. The possibilities of using language skills in the workplace are therefore many and varied, including law, trade and business, industry, advertising, design, engineering and humanitarian work, as well as education, and the specialist fields of interpreting and translation, which are currently experiencing serious shortages of native English-speaker practitioners.

CONTACT

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PHYSICS

OVERVIEW

Physics is the study of the natural world all around us, from the fundamental building blocks of matter to the large-scale structure of the universe and all the multitude of scales in between. It allows us to gain a better understanding of how things work and attempts to answer some of the most fundamental questions about the world we live in. The study of physics develops problem solving and mathematical skills, as well as other transferable skills such as logical, analytical and creative thinking. Importantly, physics also helps to solve real world problems for both people and the planet.

COURSE OUTLINE

The material covered during the study of physics in the sixth form is split into nine topics. Many of these are extensions of areas studied in physics at GCSE whilst some are newer, more fundamental and even more exciting. Each topic includes a mixture of experimental work and theory components, along with an analysis of wider applications. In the Lower Sixth, the topics studied are:

1. Measurements and their errors: doing and analysing practical work effectively
2. Particles and radiation: a look at fundamental ideas in particle and quantum physics
3. Waves: the mathematical study of waves and their many uses and applications
4. Mechanics and materials: the study of dynamics, forces and energy and basic material science
5. Electricity: extending ideas at GCSE to understand and use electrical circuits

In the Upper Sixth, the topics studied are typically more mathematical and more in-depth and so are even more interesting:

1. Further mechanics and thermal physics: circular and oscillatory motions and thermal physics
2. Fields and their consequences: the study of gravitational, electric and magnetic fields
3. Nuclear physics: further understanding of the nucleus and its many applications including fission and fusion
4. Option topic: as a set, there is a choice of medical physics, astrophysics, engineering physics or turning points in physics

METHOD OF EXAMINATION

Three two-hour written examinations, assessing the work from both years. The papers will contain a mixture of multiple choice, short and long answer questions. One paper each will focus mainly on material from the Lower Sixth and Upper Sixth years respectively. The final paper will assess practical techniques and data analysis as well as the chosen option topic. At A Level, there is also a practical endorsement (pass grade only). This is assessed as a series of set practical tasks completed throughout the two year course.

ENTRY REQUIREMENTS

Minimum GCSE physics grade 6 or GCSE double award science grade 6,6 as well as minimum GCSE mathematics grade 6. However, a grade 7, 8 or above is very strongly recommended. A Level mathematics is not required but it is very beneficial.

EXAM BOARD AND ENTRY

AQA
A Level Physics
7408

NEXT STEPS

Physics is offered at a wide selection of universities but there are also a huge range of physics-related degrees including: engineering, medicine, astrophysics, geophysics, materials science, computer science and the natural sciences. Physics offers a vast array of career options and physicists are very much in demand both in physics and engineering but also sectors such as finance. Employers actively seek out people who can prove their ability to think logically, understand complex ideas, problem solve, and apply ideas to the real world – skills developed in physics can help give you the edge.

CONTACT

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POLITICS

OVERVIEW

This course introduces you to the politics of the UK and USA, enabling you to develop an informed understanding of the historical and contemporary influences that shape the nature of government and politics in both countries. You will examine the ways in which people engage with politics, and the structure and effectiveness of the political systems that operate, by closely relating theory to current affairs. Careful examination of the key debates that surround issues such as party policy, the role of the legislatures, the nature of general and presidential elections, the respective roles of the judiciary and the protection of rights provide you with a detailed overview, and comparison of, modern politics in the UK and USA. Furthermore, you will be introduced to key political ideologies and learn how to evaluate and interpret political events through debate, discussion, and written work.

COURSE OUTLINE

The course is divided into three separate components, offering pupils the opportunity to explore the following:

Component one: UK politics and core political ideas

- The nature of politics and how people engage in the political processes of the UK, exploring issues such as democracy and participation, political parties, electoral systems, voting behaviour and the media.
- The core principles of conservatism, liberalism, and socialism and how they apply to issues such as human nature, the role of the state and the shape of society.

Component two: UK government and non-core political ideas

- UK constitution and the specific roles and powers of the major branches of the government (including the PM, parliament, and the UK Supreme Court) and the relationships between them.
- The political ideas of anarchism, the ways it has developed over time, its core principles, and the divisions between different strands of anarchism and relevant influential thinkers.

Component three: Comparative politics

- The nature of the US constitution and the specific roles and powers of the major branches of government (including the presidency, Congress, and the US Supreme Court) and the relationship between them.
- Contemporary issues such as US electoral processes and civil rights and a comparison between the politics and institutions of the US with those of the UK.

METHOD OF EXAMINATION

- Three, equally weighted exam papers – one for each of the above components.
- Each written exam is two hours long.
- From a choice, pupils select and answer source-based, essay and shorter answer questions.
- Some questions are compulsory.
- The assessment objectives require pupils to explain, analyse and evaluate political issues, concepts, and information.

ENTRY REQUIREMENTS

No specific subject grades are required. Strong reading, writing, analytical and debating skills are an advantage. You should, above all, be interested in current affairs with a willingness to watch quality news programmes and read newspapers.

EXAM BOARD AND ENTRY

Edexcel
A Level Politics
9PLO

NEXT STEPS

Politics combines well with other A Levels such as economics, history, geography and English literature. It is a highly valued A Level that regularly provides a route into Oxbridge and Russell Group universities. It is a great introduction to many undergraduate courses, including PPE (Oxford), HSPS (Cambridge), and other widely offered politics and international relations courses. There are many attractive degree courses that combine politics with the study of other disciplines such as languages or law. Politics demands high levels of analytical skill and is therefore potentially attractive to employers, particularly in combination with modern languages or other subjects.

CONTACT

Mr Richard Baker, joint Head of Politics
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Mrs Melanie Sheehan, joint Head of Politics
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PSYCHOLOGY

OVERVIEW

Have you ever wondered what it is that makes some people behave the way they do? For example, what turns someone into a psychopath or makes someone afraid of spiders? How can different things affect your mood and even your confidence? Psychology is the scientific study of the mind and human behaviour. Not only will you gain insights into the human mind, but you will also participate in practical experiments that will enable you to understand the causes of human behaviour and how to change it.

COURSE OUTLINE

The A Level psychology course will involve you analysing, interpreting, and evaluating psychological concepts, theories, research studies and research methods. You will evaluate different therapies and treatments in terms of their appropriateness and effectiveness and will also carry out several practical research activities including the use of statistics and maths to interpret data. There are three main units:

1. Introductory topics in psychology (33.3%)

This unit covers social influence, memory, attachment, and psychopathology.

2. Psychology in context (33.3%)

This unit includes approaches in psychology, biopsychology and research methods.

3. Issues and options in psychology (33.3%)

This unit includes the study of the major issues and debates in psychology, aggression, cognition and development and eating behaviours.

It is important to realise that psychology A Level requires a high level of analytical and mathematical skills. Overall, at least 35% of the marks in assessments for psychology will require the use of mathematical skills (at least at the standard of higher tier GCSE mathematics) and scientific research methods.

METHOD OF EXAMINATION

Three two-hour written examinations, assessing the work from both years. The papers will contain a mixture of multiple choice, short and extended answer essay questions.

ENTRY REQUIREMENTS

Minimum GCSE grade 6 in both biology (or 6,6 in double award science) and mathematics, although a grade 7 is preferred. There is no requirement to have studied any psychology before.

EXAM BOARD AND ENTRY

AQA
A Level Psychology
7182

NEXT STEPS

Psychology develops a range of valuable skills, including critical analysis, independent thinking and research which are transferable to further study and the workplace. It therefore fits easily with many other subject areas and career choices including medicine, dentistry, nursing, management, advertising, teaching, research, market research and statistics.

To pursue a career specifically in psychology, you will need a degree that has been endorsed by the British Psychological Society and an appropriate postgraduate qualification e.g. in clinical psychology, educational psychology, occupational psychology or forensic psychology.

CONTACT

Mrs Claire Goody, Head of Psychology
 cg@exeterschool.org

RELIGION, PHILOSOPHY AND ETHICS

OVERVIEW

This course incorporates a variety of academic disciplines and is available to all. It offers variety and rigour and requires you to play an active role through discussion and enquiry. It is challenging and will make you question long held ideas and look at how we make moral decisions in life. Whilst not an A Level purely in philosophy, two thirds of the course is philosophically based and so it will provide a good introduction to philosophy for those interested in that subject.

COURSE OUTLINE

This the Religious Studies syllabus offered by Eduqas, comprising of three components: Religion and ethics, Philosophy of religion and Study of Christianity.

1. Religion and ethics: you look at what it means to say something is ethical or moral. You consider what it means to call ethical theory absolutist, objective, relativist and subjectivist. Several ethical theories are studied:

- Natural law, situation ethics, utilitarianism, religious ethics, Kantian ethics and libertarianism

You apply these theories to the following ethical topics:

- Abortion, euthanasia, war and peace and genetic engineering

2. Philosophy of religion: you will undertake an in-depth and broad study of fundamental philosophical themes ranging from arguments for the existence of God to the use of religious language. This is broken down into four themes:

- Cosmological, teleological, and ontological arguments for the existence of God
- Challenge religious belief about evil and suffering. Philosophers such as Freud, Jung and Epicurus are studied
- Religious experience, including arguments surrounding near death experiences
- Religious language and the problems associated with the use of language, referring to scholars such as Wittgenstein and Phillips

3. A study of religion: You will study Christianity under the following themes:

- Religious figures and sacred texts
- Religious concepts and religious life
- Significant and historical developments in religious thought
- Christian practices that shape religious identity

METHOD OF EXAMINATION

The course is assessed with three two-hour exams.

ENTRY REQUIREMENTS

Required GCSE subject: English at grade 6 or better. It is not necessary to have religious studies at GCSE. An interest in ethics, philosophy, development of ideas and an enquiring mind are essential.

EXAM BOARD AND ENTRY

Eduqas
A Level Religious Studies
A120PA

NEXT STEPS

Pupils who take A Level Religion, Philosophy and Ethics sometimes go on to study theology or philosophy or a wide variety of other disciplines and they often establish successful careers in the increasing number of jobs that require an element of religious literacy. Previous A Level pupils are now in the police, teaching, law, social work, higher education, journalism, business, the civil service and a whole host of other professions. The skills required to be successful in the course, and developed through it, are highly prized by universities and employers alike.

CONTACT

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SPORT (BTEC)

OVERVIEW

A BTEC provides a unique combination of technical skills that help prepare you for higher education together with a breadth of knowledge about the sector that empowers you to succeed in the real world. This course is designed for individuals with a genuine interest in sport and good sporting general knowledge, as much of the course will involve linking theory that is learned through sporting examples. Successful pupils will be highly motivated and able to consistently meet coursework deadlines.

You will not be directly assessed on your sporting ability. However, there are practical elements of the course that require you to be motivated, enthusiastic and able to regularly participate in practical lessons. You should be willing to take part in practical activities and be able to work with others.

COURSE OUTLINE

This qualification is equivalent to a single A Level and is an academic, practical, and vocational course. You learn by completing projects and assignments that are based on realistic workplace situations and activities in addition to several externally set tasks and exams. You will study four units of which three are mandatory and one is optional. The mandatory content is equal to 83% of the course, with external assessments equal to 67% of the total qualification.

The mandatory units are anatomy and physiology, fitness training and programming for health, sport and well-being and professional development in the sports industry. The optional unit is sports psychology.

You will learn in a variety of styles during this BTEC Level 3 course. You will have both theory and practical lessons and will be able to apply your understanding from theory lessons to practical situations or via activities that will stimulate understanding and application. You will have exam style assessments and homework throughout the two-year course and are expected to keep physically active and try out different sports to widen your knowledge and understanding of sporting methods and skills.

METHOD OF EXAMINATION

The unit on anatomy and physiology is assessed by a 1 hour 30 mins externally marked exam. The unit on fitness training and programming for health, sport and well-being is assessed through an externally marked paper completed under supervised conditions. Both these units are completed at the end of year one of the course. Resits are available in year two of the course.

The units on professional development in the sports industry together with sports psychology consist of internally assessed assignments marked by teachers and externally verified.

ENTRY REQUIREMENTS

Minimum grade 6 in GCSE biology or GCSE double award science.

EXAM BOARD AND ENTRY

Pearson
BTEC Level 3 National Extended Certificate in Sport
601/7218/6

NEXT STEPS

BTEC sport can lead on to degrees such as sport and exercise science, sport coaching and development, sports therapy, sports management or sports journalism. In addition, BTEC sport can help support applications for university study in other fields in combination with your A Levels. You will need to check in advance that universities and courses that you might be interested in will accept a BTEC in addition to A Levels.

CONTACT

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BEYOND THE CLASSROOM

An Exonian character education stretches far beyond the constraints of the classroom, timetable and examination specifications.



SPORT

In the sixth form pupils are able to choose from an extensive range of competitive and recreational sports as well as health and fitness options during the Wednesday games programme. These include the major sport of the term (cricket, football, hockey, netball and rugby) as well as badminton, body conditioning, spin classes, weights and fitness training, climbing, cross-country, shooting, squash, swimming, basketball, and tennis. 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. There is also the opportunity for pupils to represent the school in a range of sports with extensive fixture cards both on Saturdays and mid-week, and elite programmes that challenge the best athletes and teams.

The facilities onsite include a climbing wall, fitness suite, athletic development gym, squash courts, sports hall, dance studio, indoor rifle range and a 25-metre indoor swimming pool. These are all available to pupils and are

extensively used by sixth formers. The school runs regular sports tours the latest of which was a rugby, hockey and netball tour to Canada in 2022.

MUSIC, DRAMA, OUTDOOR EDUCATION, OVERSEAS TRIPS AND TOURS

There are many opportunities for pupils to be involved in music through the school orchestras, bands and choirs and to take part in school plays or assist with work behind the scenes as stage crew, make-up artists or lighting assistants. The music department runs music tours biennially; in the summer of 2019, musicians travelled to Liguria in Italy for a choral tour and in 2022 they enjoyed their visit to Barcelona.

The senior school play follows a three-year rotation, with a musical one year, Shakespeare the next, and a straight play in the final year of the rotation. In 2019, senior school pupils put on the Grammy and Tony award-winning musical *Company*. With a cast of almost 60, not to mention pupils assisting behind the scenes on choreography, lighting, sound, wardrobe, hair and make up, as well as in the orchestra alongside visiting music teachers, the production was a huge hit! In 2022, there were equally successful performances of *Little Shop of Horrors*.

Those with an interest in outdoor pursuits can develop this through the CCF, Duke of Edinburgh Award Scheme or Ten Tors and the school supports applications made to the British Exploring Society. Several subjects also run field-work trips in the UK and abroad.

In the sixth form you can enter the Ten Tors in 45 and 55 mile teams. The school also runs its own '1633 Challenge', which is run on similar lines to Ten Tors and enables all those who have undertaken the training to demonstrate their abilities and receive a certificate upon completion.

In 2023, members of the Upper Fifth and the sixth form travelled to India where they enjoyed trekking and charity work.

FRIDAY 8 PROGRAMME

Challenge yourself by joining the Combined Cadet Force, taking part in the Duke of Edinburgh Award Scheme or one of our other exciting options.

The Friday 8 programme involves activities that pupils carry out from 3.15pm until around 4.30pm and is designed to further enhance a wide range of pupils' 'softer' skills, such as leadership, teamwork, and communication. Pupils in Years 10 and 11 at Exeter School will have either taken part in the Combined Cadet Force (CCF) or the Duke of Edinburgh (DofE) Award. On reaching the sixth form, they either carry on with their current activity or try one of a number of alternative options. New entrants can choose any of the options below including CCF or DofE, even if they have not done one of these before. Please be aware that numbers for each of the activities may be limited.

Combined Cadet Force: our CCF section is one of the largest in the South West and offers an impressive range of options and activities to cadets. The aims of the CCF are to develop pupils' skills of leadership, teamwork, and resilience through the structure of a cadet unit where these skills are nurtured and respected. The CCF has three sections reflecting the three services of the British armed forces.

The Royal Navy section's activities centre around afloat training and the RN syllabus, presenting cadets with an impressive range of opportunities to develop their skills.

The army section's syllabus is built around basic infantry skills development, offering opportunities such as field craft, weapon handling and survival training to name a few.

The Royal Air Force section has a strong ethos of teamwork and leadership, with high standards of developing military skills, which are tested in regular competitions. Flying is also a significant part with a flight

simulator and trips to fly Grob Tutor aircraft.

All sections run a leadership programme in the sixth form so that sixth form cadets are responsible for planning and delivering the training for the junior cadets. Each section has an annual summer camp and there is a wide range of courses on offer that are run by the MOD at little or no cost to cadets.

Duke of Edinburgh Gold Award: this is universally recognised and widely adopted by university entrance boards and businesses as the best programme for the personal development of young people. In the words of Steve Backshall, naturalist, explorer, presenter and writer: "Your DofE shows you have fortitude and the ability to stick to a task, which is recognised by universities and employers alike." The school is determined to make the award enjoyable, challenging and of the highest quality and the widest reach. The award has five sections: volunteering, skills, physical recreation, expeditions, and a residential project. All activities are usually undertaken in your free (i.e. non-directed) time and are often lunch time, after-school or weekend activities. Since the award is often an extension of a young person's personal interests and activities and has a long completion time, the award can fit around school or other work quite easily.

The Exonian editorial team: this is a small, dedicated group of sixth formers who write and edit the annual school magazine *The Exonian*. They work throughout the school year gathering stories about junior and senior school events, trips, and activities, writing, and editing articles and selecting accompanying photographs. Pupils may also be asked to interview visiting speakers and other guests, which

requires careful research and advanced planning. The team also participate in trips and activities relating to the fields of journalism, design, and publishing. Being a member of *The Exonian* editorial team is a valuable experience if you have a wider interest in media, creative writing and graphic design and is a must if you wish to apply for related courses at degree level.

Community service: this is your chance to give back to the local community and make a difference. There are so many ways to get involved: you might want to run clubs here in school, or listen to young readers in local junior schools. You could volunteer at the West of England School for the Partially Sighted, or help out in charity shops or church groups. Perhaps you're sporty, and want to get involved with youth clubs, or the Cubs or Brownies.



Many enjoy their visits to older people in our community, either in their own homes or through some of the residential care homes in St Leonards.

And, of course, let's not forget the Christmas tea party in December, when we welcome over a hundred local senior citizens as well as the annual coach outing on the summer Field Day for a small number of guests. There really is something for everyone, whatever your talents or interests.



certification. Selection will be based upon commitment to school sport throughout the years and coaching experience/interest.

Sixth Form Drama Club: offers pupils the opportunity to further develop communication and leadership skills, as well as their interest in the dramatic arts beyond the curriculum. In recent years, pupils have facilitated drama workshops for primary schools and planned and shot short films. On Field Days, pupils are forced out of their comfort zones, such as by undertaking the Shake-in-a-Day challenge where pupils put on a production of Macbeth over a single 24-hour period or using tabletop role-playing games as a tool to develop improvisation skills. Currently, Drama Club pupils are working towards their Gold Arts Award, a programme designed to challenge pupils which is also worth 16 UCAS points, allowing it to be used to strengthen university applications. This involves pupils creating their own artistic work, learning new artistic skills, reviewing dramatic works and facilitating arts projects for young people.

Swunk: this is a jazz and funk band comprising some of the best musicians in school. Some may never have played jazz music before. The band is an invitation-only group, curated each summer by the band's director, jazz guitarist and top session musician Dave Bowen. The band typically comprises rhythm section members (piano, guitar, bass and drums) as well as front line players (typically trumpet, saxophone and trombonists) and a vocalist. Close attention is paid to chamber-group ensemble techniques, as well as to the vocabulary of improvisation, within a huge variety of styles, ranging far beyond swing and funk, to frequently include Reggae, Bossa Nova and Hip-Hop. Their many regular events throughout the year including workshops and performances at local primary schools, particularly the annual jazz concert, as well as one-off gigs both inside school and in the wider community.

Volunteering usually takes place during the last lesson on a Friday afternoon (Friday 8). We look forward to seeing you there.

Sports Leaders: This is aimed at aspiring coaches or young leaders whilst developing your organisational and presenting skills. This is your chance to 'give back' to the younger pupils at the school. Year one of the course is spent learning how to coach with a mixture of practical and theory sessions. Content includes identifying

and using different teaching styles, methods of practice, guidance, and feedback. This helps you develop your own coaching philosophy. Year two is spent learning about the role of the coach. This will involve learning about the key principles of leadership, group dynamics, attitudes, and attribution theory. In both years, you will be expected to spend one hour a week helping to coach a junior age group team or activity. Unlike other sports leaders' courses, this is not examined, nor does it come with a

BURSARIES & SCHOLARSHIPS

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. Awards fall into two categories:

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 2024/25 must be received by **Friday 12 January 2024**. 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.

FREE PLACES

As part of its bursary programme, Exeter School can offer free places in the sixth form as a result of donations



and legacies from former pupils, and grants from a local charity:

- The St John's Hospital Educational Foundation grant will offer up to three full bursaries for sixth form entry.
- The George Williams Bursaries will offer up to two free places to study the sciences at sixth form. These bursaries have been made possible by a generous bequest and continuing donations from the estate of a prominent deceased former pupil.
- The Bob Griffin Bursary will provide financial support for pupils entering the sixth form to study modern foreign languages.

SCHOLARSHIPS

Scholarships are awards based on merit and excellence. They are awarded for current and new pupils entering Lower



Sixth, with outstanding academic ability or talent in the fields of sport, music, art and drama. Like many schools, scholarships do not have an accompanying fee remission, but means-tested bursaries can be applied for to supplement these awards.

ACADEMIC

These awards take the form of a prize to top external entrants into the Lower



Candidates will also have a short interview with the Head.

Drama scholars are expected to attend all the lessons provided and to participate in trips and productions that the department arranges. These may involve weekends and after school events.

MUSIC

Candidates for music scholarships are required to attend an audition and interview with the Director of Music. Candidates will be asked to:

- Play or sing two pieces of their own choice on their principal instrument or voice
- Play and/or sing at sight
- Aural tests at a standard to match the pupil's experience

Candidates will also have a short interview with the Head.

Music scholars are expected to attend all the lessons provided and to participate in the ensembles and engagements that the music department arranges. These may involve weekends and after school events.

SPORT

Sport scholarships will be awarded to those who can demonstrate a high level of ability across a range of different sporting activities and show an outstanding attitude and commitment to the school and their own development. Candidates will be assessed on their current level of competency and future potential.

As part of the process there will also be an interview with the Director of Sport and the Head. Candidates will be asked to bring along a record of achievement including a reference. Sports scholars are expected to attend all the lessons provided and to participate in the activities and fixtures the sports department arranges. These may involve weekends and after school events.

For more detailed information about bursaries and scholarships please see *Exonian Scholarships: Pupil and parent guide for entry 2024*.

Sixth, taking into account entrance interviews and GCSE performance.

ART

Candidates for art scholarships are required to attend a practical test and interview with the Head of Art. Candidates will be asked to:

- Sit a practical test which will be held by the Head of Art under supervised conditions
- Provide a portfolio of work to display evidence of their skill and interest in the subject
- Attend a short interview where they will be asked to demonstrate their interest and experience in the subject

Candidates will also have a short interview with the Head.

Art scholars are expected to attend all

the lessons provided and to participate in the exhibitions and trips to art galleries that the art department arranges.

DRAMA

Candidates for drama scholarships are required to attend a practical test and interview with the Head of Drama. Acting candidates will be asked to:

- Prepare a short monologue (approximately two minutes) from a play of their choosing, to be learnt by heart

Design candidates will be asked to:

- Produce a logbook including sketches of set, costumes, or lighting from a play of their own choice

All candidates will be asked to:

- Discuss a theatrical production seen in the last twelve months

RESULTS & DESTINATIONS

We are very proud of our pupils who have secured places across a range of leading universities, respected for their teaching and research work.

Destinations include Birmingham, Bristol, Durham, Exeter, Glasgow, Imperial College, King's College, Leeds, Sheffield, St Andrew's, Warwick and York. Ten pupils have gained places at Oxford or Cambridge in the past two years. There are typically around a dozen pupils who accept medical places each year. Pupils have also gone on to study a broad range of subjects including biology, business management, chemistry, criminology, earth sciences, economics, engineering, English literature, geography, history, international relations, law, liberal arts, marine biology, materials science, mathematics, modern foreign languages, physics, politics, psychology and sociology, among others.



A LEVEL EXAMINATION RESULTS – 2023

Subject	Entries	A*	A	B	C	D	E	U
Art & design	5	1	1	3	0	0	0	0
Biology	36	10	12	9	2	2	0	1
Business	23	1	8	10	4	0	0	0
Chemistry	29	6	13	4	2	4	0	0
Classical civilisation	10	2	2	4	1	1	0	0
Computer science	4	0	0	3	1	0	0	0
Design technology	7	1	0	4	2	0	0	0
Drama & theatre	3	2	1	0	0	0	0	0
Economics	23	5	10	5	2	1	0	0
Electronics	2	1	1	0	0	0	0	0
English literature	18	2	9	4	2	1	0	0
French	4	0	4	0	0	0	0	0
Further maths	8	2	4	1	1	0	0	0
Geography	39	17	13	5	1	3	0	0
History	20	2	11	5	1	1	0	0
Mathematics	40	11	17	4	1	6	1	0
Music	4	0	2	1	1	0	0	0
Physics	14	5	4	3	2	0	0	0
Politics	20	3	7	2	6	1	1	0
Psychology	7	3	1	2	1	0	0	0
Religious studies	1	0	0	1	0	0	0	0
Spanish	6	1	3	1	0	1	0	0
TOTAL	323	75	123	71	30	21	2	1
% achieving grades		23%	38%	22%	9%	7%	1%	0%

A* grades – 23%; A*-A grades – 61%; A*-B grades – 83%
 In the Extended Project Qualification, 39% achieved A* and 89% achieved A* or A.

BTEC Results 2023

Subject	Entries	D*	D	M	P	U
BTEC sport	8	7	1	0	0	0
% achieving grades		88%	12%	0%	0%	0%



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