



WINDERMERE  
SCHOOL  
FOUNDED 1863

**YEAR 10 & 11**  
**CURRICULUM OPTIONS**  
*September 2023*

# ART AND DESIGN

**Head of Faculty:** Mrs R Hurstwaite

**Teacher:** Ms C Lester

**Awarding Body:** OCR GCSE

			Year	Date	Exam	Duration
<b>Unit 1</b>	60%	Course Work	10 + 11	May	Portfolio	
<b>Unit 2</b>	40%	Exam (Set Task) Exam papers released 2 January	11	March	Practical	10h in total over 3-4 sessions

## Aims

1. Developing creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meaning in art, craft and design.
2. Encouraging investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
3. Gaining an understanding of codes and conventions of art, craft and design, and awareness of the contexts in which they operate.
4. Building knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

## Content and Structure of the Course

**Unit 1:** A portfolio of practical work. Internally assessed and externally moderated. Pupils need to produce a portfolio of work for this unit that demonstrates a personal response to starting points, briefs, scenarios or stimuli that are set by the Art Department.

The portfolio is formed from work that is produced by the pupil in response to the starting points above. The pupil's work within the portfolio must provide evidence of meeting all the assessment objectives including research, preparatory and developmental studies and their outcomes. It will consist of a sustained project, theme or course of study. It may be presented in an appropriate format for the area of study using for example, annotated sketchbooks, mounted sheets, maquettes, prototypes, scale models or written work.

**Unit 2:** Art and Design OCR Set Task, externally assessed. For this unit, an early release question paper will be given to the pupils well before the examination sessions. During this period, they will research, plan and develop ideas for their own personal response to the starting point or brief they have chosen. Teachers can give some limited guidance, but it must be remembered that the pupil is required to reach their own judgments and conclusions and must work independently to produce their own personal response. The OCR Set Task will give pupils a choice of questions in the form of written and/or visual starting points. The pupil will be expected to choose one question for which they will produce an appropriate personal response.

## Methods of Assessment

This subject is essentially a coursework subject based upon the building of a Personal Portfolio worth 60% of marks. The other 40% is reserved for the external Set Test mentioned above.

## Beyond GCSE

A GCSE Art and Design course and a high grade in the examination is the best possible preparation for the IB Visual Arts course, either at Standard Level or at Higher Level. We send pupils to study Fine Arts, Art History, Architecture and Arts Courses in the UK and Europe.

# BUSINESS STUDIES

**Head of Faculty:** Mr P Bromley

**Teacher:** Mrs E Young

**Awarding Body:** Edexcel GCSE

			Year	Date	Exam	Duration
Unit 1	50%	Exam 1	11	June	Investigating small business	1h 30m
Unit 2	50%	Exam 2	11	June	Building a business	1h 30m

## Aims

The course is designed to give a broad introduction into the skills and knowledge needed to set up a small business and understand the practices and challenges of larger businesses. It is an innovative course which provides opportunities for investigating small businesses in more depth and developing key skills of communication and presentation.

### Unit One: Introduction to small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

### Unit Two: Building a business

- Topic 2.1 Growing a business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making Human Resources decisions

Through studying this qualification, pupils will learn to apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Pupils develop an understanding of how these contexts impact on business behaviour and use business terminology to identify and explain business activity.

Pupils typically progress from this qualification to a number of different academic and vocational qualifications in the Sixth Form, including IBCP (BTEC National Business Pathway), and / or History, Geography, Economics and Psychology at Standard or Higher Level for the IBDP. The knowledge and skills gained through the course also strongly support pupils' in employment or other training in specific aspects of business, such as apprenticeships. In the past, GCSE Business has provided a strong foundation for future employment, with pupils progressing, with further training, to a wide range of careers in specific or general management areas. In the case of our 2019 Sixth Form graduates, around 40% progressed to University Studies in Business and Economics.

**Methods of Assessment** The written examinations contain a mix of multiple choice, calculations, short answers and extended written questions based upon business case studies and the pupils own knowledge and experience of business.

# COMPUTER SCIENCE

**Head of Faculty:** Mr P Bromley

**Teacher:** Mr P Bromley

**Awarding Body:** Edexcel GCSE

			Year	Date	Exam	Duration
<b>Paper 1</b>	Principles of Computer Science	50%	11	June	Exam	1h 30m
<b>Paper 2</b>	Application of Computational Thinking	50%	11	June	Exam	2h

***“Everyone here has the sense that Right Now is one of those moments when we are Influencing the Future.” Steve Jobs***

## **Aims:**

This carefully planned course gives pupils a real, in-depth understanding of how computer technology works. It offers an insight into what goes on ‘behind the scenes’, including computer programming,

The Course will help pupils to develop:

- computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
- understanding of the main principles of solving problems by using computers
- understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

## **Summary of Curriculum Content:**

**Paper 1:** Principles of Computer Science – 1h30 written examination

- Data representation
- Hardware and software
- Networks
- Issues and impacts

**Paper 2:** Application of Computational Thinking – 2h practical onscreen examination

- Algorithm design and problem solving
- Problem decomposition and analysis
- Read, write, refine and evaluate programs

This course is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Pupils who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone.

# DRAMA

**Head of Faculty:** Mrs R Hurstwaite

**Teacher:** Mrs R Hurstwaite

**Awarding Body:** OCR GCSE

			Year	Exam	Duration
<b>Component 1/2</b>	30%	Course Work	11	Devising Drama	
<b>Component 3</b>	30%	Practical Examination	11	Performance from Text	
<b>Component 4</b>	40%	Written Examination	11	Performance & Response	1 h 30m

GCSE Drama is an exciting, inspiring and practical course. The specification is ideal for pupils who would like to perform and/or explore backstage technical roles such as set, lighting, sound, costume, hair and make-up design. Additionally, it provides opportunities to attend live theatre performances both locally and further afield. Pupils who opt for GCSE Drama develop a range of skills including increased self-esteem and confidence. Furthermore, pupils also develop the skill to think creatively and the ability to express themselves in an articulate manner.

## **Aims:**

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

## **Content – Structure – Methods of Assessment:**

**COMPONENT 1/2: Devising** – Internally assessed and externally moderated.

Pupils will create, develop and perform **a devised play from a stimulus**.

**COMPONENT 3: Presenting and Performing Texts** – Externally assessed by visiting examiner.

Pupils will either perform in and/or design for **two extracts** from a performance text.

**COMPONENT 4: Performance and Response** – Written examination

This is a practical exploration and study of **one complete performance text and includes** a live theatre evaluation.

# ENGLISH LANGUAGE

Two-year IGCSE course for native speakers and international pupils who demonstrate very high proficiency in English at the start of Year 10 or when they join in Year 11.

**Head of Faculty:** Mrs H Rand

**Teachers:** Mrs N Dyson, Mrs N Nield, Mrs H Rand, Miss E Loughlin and Ms A Opie

**Awarding Body:** EDEXCEL International GCSE Specification A - 4EA1

			Year	Date	Exam / Content	Duration
<b>Paper 1</b>	60%	Examination	11	May/ June	Reading (understanding and analysis of non-fiction texts) and Transactional Writing	2h 15m
<b>Paper 3</b>	40%	Written coursework	10 and 11	-	Reading (based on poetry and prose texts from the Edexcel anthology) and Imaginative Writing	Ongoing

## **Aims:**

The Edexcel IGCSE in English Language (Specification A) enables pupils to:

- develop the ability to read, understand and respond to material from a variety of sources, recognising and appreciating themes and attitudes, and the ways in which writers achieve effects.
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.
- develop their understanding of the spoken word and their capacity to participate effectively in discussions.

## **Content and Structure:**

Providing progression to the IB and equivalent qualifications, the programme follows the Edexcel IGCSE in English Language. The pupils take the course over two years and are assessed through written coursework and a terminal examination. The course encompasses a wide range of reading and writing tasks. A set anthology of texts is also studied. The contents and questions are designed with the needs of an international entry in mind. The examination is worth 60% of the assessment and the coursework totals 40% of the assessment.

As this is a First Language course it should only be followed by pupils whose English is of a sufficiently high standard. Pupils whose first language is not English and who still need to develop their fundamental English skills, will take the IGCSE in English as a Second Language.

# ENGLISH AS A SECOND LANGUAGE

**Head of Department:** Mrs C Gruber

**Teachers:** Mrs H McClelland and Mrs L Duncan

**Awarding Bodies: Cambridge IGCSE (course-code 0991)**

Component		Year	Date	Exam	Duration (Extended)
1	60%	11	May	Reading and Writing	1hr 30min (2hrs)
2	20%	11	May	Listening	40min (50min)
3	20%	11	March/April	Speaking	10 – 15 min

## **Aims:**

The Cambridge IGCSE (9–1) English as a Second Language syllabus offers learners the opportunity to gain lifelong skills and knowledge. It is designed for pupils for whom English is not a first language / mother tongue but for whom it is the language of study.

The aims are to:

- Develop the ability to use English effectively for the purpose of practical communication.
- Give learners a solid foundation for further study. Candidates who achieve grades 4 to 9 are well prepared to follow a wide range of courses. Candidates who achieve grade 4 overall in Cambridge IGCSE (9–1) English as a Second Language can be considered to be at a level equivalent to B2 on the Common European Framework of Reference for Languages (CEFR).
- Improve the ability to understand English in a range of everyday situations and in a variety of social registers and styles.
- Balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

## **Methods of Assessment:**

Pupils can be entered for either the Core or Extended tier of entry. In the Core, pupils will be eligible for levels 5 to 1, 5 being the highest level available to them. Pupils who have acquired a more advanced level of English will be entered for the Extended tier and are then eligible for levels 9 to 3. All pupils have to sit a Reading and Writing, a Listening and a Speaking paper. In the listening and reading comprehensions, pupils must be able to understand and identify the main points as well as be able to recognise and identify ideas, opinions and attitudes from a wide range of sources and understand the connections between them. To achieve a higher level the candidate needs to understand what is implied but not directly stated, e.g. gist, purpose and intention.

The aim of the Speaking and Writing examination is to assess productive language competence through a variety of tasks which, where possible, reflect real-life situations and are relevant to pupils and their background.

# ENGLISH LITERATURE

Two-year IGCSE course for native speakers and international pupils who demonstrate very high proficiency in English at the start of Year 10.

**Head of Department:** Mrs H Rand

**Teachers:** Mrs N Dyson, Mrs N Nield, Mrs H Rand, Miss E Loughlin & Ms A Opie

**Awarding Body:** EDEXCEL

			Year	Date	Exam	Duration
<b>Paper 1</b>	60%	Examination	11	May/June	Poetry and Modern Prose	2 hours
<b>Paper 3</b>	40%	Written coursework	10/11		Modern Drama text Literary heritage text	ongoing

## **Aims:**

The Edexcel IGCSE in English Literature (4ET1) enables pupils to:

1. Develop skills to analyse how the language, form, structure and context of literary texts can create meanings and effects
2. Develop skills to maintain a critical style and informed personal response

## **Content and Structure:**

Providing progression to the IB and equivalent qualifications, the course follows the Edexcel IGCSE in English Literature. The pupils take the course over two years, and are assessed through one terminal examination and two pieces of coursework.

## **Overview of content:**

Paper 1: Examination	Poetry and Modern Prose
Paper 3: coursework	Modern Drama text Literary Heritage text

Trips will be arranged according to the availability of relevant local theatre productions.

It is envisaged that the majority of native-speaker pupils will take the English Literature IGCSE in addition to the English Language IGCSE.



# FOOD AND NUTRITION

**Head of Faculty:** Mrs K Bethell

**Teachers:** Mrs S J Kirkpatrick and Mrs J Overton

**Awarding Body:** Cambridge International Examinations IGCSE

Paper	Description	Marks	Duration
<b>Paper 1 Theory</b>	A written paper consisting of short answer questions, structured questions and open-ended essay questions	100 marks (50% of total marks)	2 hours
<b>Paper 2 Practical Test</b>	Candidates have a planning session one week before the practical assessment	100 marks (50% of total marks)	Planning 1.5 hours Practical Test 2.5 hours

## **Aims:**

This course aims to equip pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Within the course pupils will gain an understanding of the following aspects:

- 1) Food and nutrition and the health problems associated with diet.
- 2) An awareness of how socio-economic factors affect diet.
- 3) Eating patterns and dietary needs both for people of different ages and for differing groups within society.
- 4) Aesthetic and social sensitivity to dietary patterns.
- 5) An interest in the creative side and enjoyment of food and the skills necessary for food preparation and preservation.
- 6) Food-related knowledge and skills so that pupils can organise and manage family resources effectively and according to the needs and lifestyles of family members.
- 7) An ability to make informed judgements and choices about the use of food available to the family unit in everyday life.
- 8) An awareness of safety and hygiene requirements.

## **Course Structure:**

Practical and theory lessons will be taught in parallel and will work together to support the learning of the pupils.

The theory lessons include an understanding of the terms used in nutrition and nutrition-related problems, the nutritive value of foods, the composition of foods in the diet and the processes of digestion and absorption. This will be linked to meal planning and dietary guidelines. Food storage, hygiene and preservation will also be reviewed.

The practical lessons will work throughout the course to prepare the pupils for the practical exam. They will include areas of kitchen safety and equipment, kitchen planning and the cooking of food.

# GEOGRAPHY

**Head of Faculty:** Mr P Bromley

**Teachers:** Mr G Cooke and Mrs J Overton

**Awarding Body:** AQA GCSE (Course Code – Geography 8035)

		Year	Date	Exam	Duration
<b>Paper 1</b>	35%	11	May/June	Exam	1h 30m
<b>Paper 2</b>	35%	11	May/June	Exam	1h 30m
<b>Paper 3</b>	30%	11	May/June	Exam	1h 15m

***"Geography is the study of The Earth as the home of people" Yi-Fu Tuan 1991***

## **Aims:**

Geography enables pupils to understand the inter-relationships between people and their environment. It helps pupils make sense of the changes that are happening in the world around them and to make informed decisions. Geographical skills are taught throughout the course and pupils develop an appreciation of values as they investigate the world around them. Windermere School is located within a paradise for Geographical study and pupils will be given the opportunity to make full use of our world class resource.

Pupils will study a range of topics, covering both the natural and human environment, with a focus on investigation skills.

## **Summary of Content:**

### **Paper 1**

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK

### **Paper 2**

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

Within both Paper 1 and Paper 2 places are studied at a range of scales, including local, national, international and global. Pupils will be encouraged to carry out individual research to develop their knowledge of case studies.

### **Paper 3**

- Issue Evaluation, cumulating with a Decision Making Exercise within the examination itself.
- Physical and Human fieldwork skill development, based on 2 day trips away from school, and examined by more general fieldwork questions.

## **Beyond GCSE:**

Whilst a grade B or above at GCSE is helpful for those wishing to go on to IB Geography, it is not a pre-requisite. However, an abiding interest in the world around us is.

# HISTORY

**Head of Faculty:** Mr P Bromley

**Teacher:** Mr R Hill

**Awarding Body:** EDEXCEL IGCSE

		Year	Date	Exam	Duration
100%	Exam	11	May/ June	2 written exams which are split into 2 sections each – see below	2 x 1 hours 30 minutes

## **Aims:**

The IGCSE course enables pupils to:

- Acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, peoples, changes and issues
- Use historical sources critically, in context, recording significant information and reaching conclusions
- Organise and communicate knowledge and understanding of history
- Draw conclusions and make historical judgements

## **Content and Structure:**

Paper 1	Depth Study	Development of dictatorship: Germany 1918-1945	Examination 1 hour 30 minutes 60 marks
	Depth Study	A world divided: Superpower relations , 1945-62	
Paper 2	Historical Investigation	A2 – The origins and course of the First World War, 1905–1918	Examination 1 hour 30 minutes 60marks
	Breadth Study in Change	B2 – Changes in Medicine c 1845–1945	

## **Methods of Assessment:**

Questions are aimed at examining pupil's abilities to analyse sources and historical content to form their own arguments; including in longer, explanatory essays.

There are TWO examinations of 1 hour and 30 minutes. Each examination paper has 2 sections and it is marked out of a total of 60 marks each.

## **Beyond IGCSE:**

The IGCSE course is an excellent preparation for the study of IB History. The study of History also develops the skills of source analysis and extended argumentative writing and is, therefore, very useful preparation for further study in many subject areas.

# MATHEMATICS

**Head of Faculty:** Miss N Stubbs

**Teachers:** Dr O Gray, Ms S Lewis, Mrs L Moses and Mrs S Wilson

**Awarding Body:** EDEXCEL International GCSE (4MA1)

Paper	Weight	Level	Year	Date	Exam	Duration
Paper 1F	50%	Foundation	11	May/June	Written Examination	2h
Paper 2F	50%	Foundation	11	May/June	Written Examination	2h
Paper 1H	50%	Higher	11	May/June	Written Examination	2h
Paper 2H	50%	Higher	11	May/June	Written Examination	2h

## Aims:

The Edexcel International GCSE in Mathematics qualification enables pupils to:

- develop their knowledge and understanding of mathematical concepts and techniques
- acquire a foundation of mathematical skills for further study in the subject or related areas
- enjoy using and applying mathematical techniques and concepts, and become confident to
- use mathematics to solve problems
- appreciate the importance of mathematics in society, employment and study.

## Levels of Entry:

The Mathematics department aims to provide encouragement, guidance and appropriate support to enable all pupils to achieve in Mathematics at the level most appropriate for them. Pupils are entered at either Foundation Tier or Higher Tier, a choice made using the department's professional judgement in consultation with parents.

Pupils who wish to develop confidence and a positive attitude to mathematics, and who are aiming to achieve a grade 4, are encouraged to take the Foundation Tier. Foundation Tier pupils will take papers 1F and 2F, which are targeted at grades in the range 5 – 1. The highest grade which will be awarded at Foundation Tier is grade 5.

Pupils aiming to achieve a high grade and continue studying Mathematics beyond Year 11 are encouraged to take the Higher Tier. Higher Tier pupils will take Papers 1H and 2H, which are targeted at grades in the range 9 – 4.

Pupils who struggle with Mathematics will be taught Foundation Tier in a small class, usually with access to Learning Support. High achieving pupils may have the opportunity to prepare for the OCR free standing qualification in Additional Mathematics, as an additional preparation for Sixth Form study.

## Content:

Numbers and the number system	Geometry and trigonometry
Equations, formulae and identities	Vectors and transformation geometry
Sequences, functions and graphs	Statistics and Probability

## Beyond IGCSE:

It is recommended that pupils wanting to study Mathematics at IB Higher Level should be aiming both to achieve an 8 at IGCSE and to take the Additional Mathematics examination.

# MODERN FOREIGN LANGUAGES (French & Spanish)

**Head of Faculty:** Miss C Hubner

**Teachers:** French – Miss C Hubner, Mrs Dalzell, Mrs V Bruce  
Spanish – Mrs E Sinclair

**Awarding Bodies:** Cambridge IGCSE (9-1) French 7156 syllabus  
Cambridge IGCSE (9-1) Spanish 7160 syllabus

## Assessment overview:

All Candidates take all four papers. Candidates will be eligible for grades 9 to 1.

			Year	Date	Exam	Duration
<b>French &amp; Spanish</b>	25%	Paper 1	11	May/June	Listening	Approximately 45 minutes
	25%	Paper 2	11	May/June	Reading	1 hour
	25%	Paper 3	11	March/April	Speaking	Approximately 10 minutes
	25%	Paper 4	11	May/June	Writing	1 hour

## Aims:

The aims are to enable pupils to:

- develop the language proficiency required to communicate effectively in French at level A2 (CEFR Basic user), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where French is spoken
- develop awareness of the nature of language and language learning.
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures.
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in French or another subject area.

## Content Overview:

The subject content is organised in five broad topic areas (A-E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables pupils to gain an insight into countries and communities where French is spoken. The five topic areas are listed below.

- A. Everyday activities
- B. Personal and social life
- C. The world around us
- D. The world of work
- E. The international world

The syllabus gives pupils opportunities to develop and apply a wide range of foreign language skills. Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in French on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

# CIE IGCSE FIRST LANGUAGE QUALIFICATIONS

**Head of Faculty:** Miss C Hubner

**Teachers:** German – Mrs Read

**Awarding Bodies:** Cambridge IGCSE German First Language (0505)

			Year	Date	Exam	Duration
German	50%	Paper 1	11	May/June	Reading and Directed Writing	2h
	50%	Paper 2	11	May/June	Writing	2h

## German First Language

### **Assessment Overview:**

**Paper 1:** Structured and extended writing questions. Questions will be based on German passages.

**Paper 2:** Two composition tasks.

Candidates will be eligible for grades A\* - G.

### **Aims:**

The aims are to enable pupils to:

- communicate accurately, appropriately and effectively in writing
- understand and respond appropriately to what they read
- enjoy and appreciate the variety of language
- complement their other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote their personal development and an understanding of themselves and others.

### **Content Overview:**

Cambridge IGCSE First Language German offers candidates the opportunity to respond knowledgeably to a rich array of reading passages. Candidates will use some of these passages to inform and inspire their own writing, and write in a range of text types for different audiences.

The passages cover a range of genres and types, including fiction and non-fiction, and may include other forms of writing, such as essays, reviews and articles. Candidates are encouraged to become appreciative and critical readers and writers in German.

### **Other First and Second Languages**

We also support the independent study for other First and Second Languages to facilitate an IGCSE/GCSE qualification where available. Further details will be given upon request.

### **MFL - Beyond GCSE**

In the Sixth Form, pupils have the opportunity to continue the language(s) they studied for their GCSE, at IB Standard or Higher Level, and/or to start Italian as an *Ab Initio* course from scratch at IB Standard Level. For the study of French or Spanish in the Sixth Form, a GCSE, or the equivalent, is a necessary qualification.

Pupils opting for the IBCP have the opportunity to learn Italian in the Language Development Programme.

# MUSIC

**Head of Faculty:** Mrs R Hurstwaite

**Teacher:** Mrs J McCallum Hartley

**Awarding Body:** OCR GCSE

			Year	Date	Exam	Duration
1	30%	Integrated Portfolio	11	Continuous	Controlled Assessment Solo/Composition with a performance and a composition.	
2	30%	Practical Component	11	Continuous	Controlled Assessment Ensemble/Composition - a portfolio containing a group performance and a composition	
4	40%	Exam	11	May	Listening	Up to 1h 30m

## Aims:

- Develop pupils' interest and enjoyment of music that will be sustained in later life, so that they are inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- Develop pupils' own musical interests and skills including an understanding of how to make music individually and in groups
- Enable pupils to evaluate their own and others' music
- Develop understanding and appreciation of a range of different kinds of music
- Develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

## Focus for Learning:

Candidates should apply their understanding to the study of a piece, which is within their capabilities and in a genre or style of their choice. This can be either a solo, or an ensemble piece in which their instrument plays a significant part. They should study the **context** of the piece, the **role of their instrument** in it and the **techniques** used to create the performance. This will then lead to a performance/recording of the piece and a composition based upon the techniques they have researched. There are five areas of study:

- Area of study 1: My music
- Area of study 2: The concerto through time
- Area of study 3: Rhythms of the world
- Area of study 4: Film music
- Area of study 5: Conventions of pop

<b>Component 01/02: Integrated portfolio</b>	Pupils develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing. They demonstrate their playing skills and abilities, and develop composition techniques.
<b>Component 03/04: Practical component</b>	Pupils develop their skills and understanding of performance and composition with a focus on the demands of performing with an ensemble. Pupils are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief.
<b>Component 05: Listening and appraising</b>	Pupils demonstrate their knowledge and understanding of musical elements, contexts and language

# PHYSICAL EDUCATION

**Head of Department:** Mr D Reid

**Teachers:** Mr C Foster & Mr D Reid

**Awarding Body:** EDEXCEL

			Year	Date	Exam	Duration
<b>Component 1</b>	36%	Exam	11	June	Fitness and Body Systems	1h 45m
<b>Component 2</b>	24%	Exam	11	June	Health and Performance	1h 15m
<b>Component 3</b>	30%	Non-examined assessment	10 / 11		Practical Performance	
<b>Component 4</b>	10%	Non-examined assessment	11	October	Personal Exercise Programme (PEP)	

## **Aims:**

This GCSE in Physical Education will equip pupils with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Pupils will also gain understanding of how physical activities benefit health, fitness and well-being.

## **Component 1: Fitness and Body Systems**

- **Applied anatomy and physiology:** the key body systems and how they impact on health, fitness and performance in physical activity and sport.
- **Movement analysis:** the basic principles of movement and their effect on performance in physical activity and sport.
- **Physical training:** the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.
- **Use of data:** data analysis in relation to key areas of physical activity and sport.

## **Component 2: Health and Performance**

- **Health, fitness and wellbeing:** the benefits of participating in physical activity and sport to health, fitness and well-being.
- **Sport psychology:** the psychological factors that can affect performers and their performance in physical activity and sport.
- **Socio-cultural influences:** the socio-cultural factors that impact on physical activity and sport, and their impact on society.
- **Use of data:** data analysis in relation to key areas of physical activity and sport.

## **Component 3: Practical Performance**

Pupils must choose and perform three different activities, from the activity list, composing of one team activity, one individual activity and one other activity of their choice.

## **Component 4: Personal Exercise Programme (PEP)**

This will assess pupils' skills in analysing and evaluating performance through a personal exercise programme in order to optimise performance in a chosen physical activity and will cover a six- to eight-week period.



# SCIENCE: IGCSE BIOLOGY / CHEMISTRY / PHYSICS

**Head of Faculty:** Mrs K Bethell

**Teachers:** Dr J Marsters, Mrs C Holmes, Mr M Rayner, Mr S Rowe,  
Mr E Kalis

**Awarding Body:** EDEXCEL IGCSE

## **Aims:**

To create a learning environment that makes the study of science a positive and enjoyable experience for all pupils of all abilities. Through well designed studies of experimental and practical science, all pupils will acquire a thorough understanding and knowledge, which will enable them to become confident citizens in a technological world.

In addition, we aim to enable pupils to analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvement and further investigations. By the end of the course, pupils will be able to select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions. They will also develop a logical approach to problem solving in a wider context.

Pupils' will be able to take or develop an informed interest in matters of scientific importance, and will be suitably prepared for further studies into the Sixth Form and beyond.

All the Sciences share a common assessment structure of two units of structured content.

## **Assessment:**

For Papers 1 and 2 there is a written terminal examination held in May. Paper 1 is a 2 hour written examination in length. Paper 2 is a 1 hour and 15 minutes written examination in length.

Both examination papers comprise of a mixture of different question styles: multiple-choice, short answer, structured, calculations, extended open-response longer answers.

The paper is "stepped": that is, the questions at the start of the paper are simple and accessible to all, with the more complex questions appearing at the end of the paper. This format encourages pupils of all abilities to view the papers in a positive light. Pupils are expected to write answers using good English and use correct terms and units.

There is no coursework element to the IGCSE sciences courses.

# SCIENCE: Biology

**Head of Faculty:** Mrs K Bethell

**Teachers:** Dr J Marsters, Mr S Rowe, Mrs C Holmes

**Awarding Body:** PEARSON EDEXCEL IGCSE in BIOLOGY 4BI1

			Year	Date	Exam	Duration
Biology	61.1%	Paper 1	10 or 11	May	Biology Exam	2h
	38.9%	Paper 2	10 or 11	May	Biology Exam	1h 15minutes

## Aims:

To enable pupils to:

- Learn about unifying patterns and themes in biology and use them in new and changing situations
- Acquire knowledge and understanding of biological facts, terminology, concepts, principles and techniques
- Apply the principles and concepts of biology, including those related to the applications of biology, to different contexts
- Evaluate biological information, making judgements on the basis of this information
- Appreciate the practical nature of biology, developing experimental and investigative skills based on correct and safe laboratory techniques
- Recognise the importance of accurate experimental work and reporting scientific methods in biology
- Select and apply appropriate areas of mathematics relevant to biology as set out under each topic

Pupils will be able to take or develop an informed interest in matters of scientific importance, and will be suitably prepared for further studies into the Sixth Form and beyond.

## Course Content and Structure:

The Biology course contains content unique to that subject and includes:

1. The nature and variety of living organisms
2. Structures and functions in living organisms
3. Reproduction and inheritance
4. Ecology and the environment
5. Use of biological resources

# SCIENCE: Chemistry

**Head of Faculty:** Mrs K Bethell

**Teachers:** Mrs K Bethell, Mrs C Holmes, Mr E Kalis

**Awarding Body:** PEARSON EDEXCEL IGCSE in CHEMISTRY 4CH1

			Year	Date	Exam	Duration
Chemistry	61.1%	Paper 1	10 or 11	May	Chemistry Exam	2h
	38.9%	Paper 2	10 or 11	May	Chemistry Exam	1h 15minutes

## Aims:

To enable pupils to:

- Learn about unifying patterns and themes in chemistry and use them in new and changing situations
- Acquire knowledge and understanding of chemical facts, terminology, concepts, principles and techniques
- Apply the principles and concepts of chemistry, including those related to the applications of chemistry, to different contexts
- Evaluate chemical information, making judgements on the basis of this information
- Appreciate the practical nature of chemistry, developing experimental and investigative skills based on correct and safe laboratory techniques
- Recognise the importance of accurate experimental work and reporting scientific methods in chemistry
- Select and apply appropriate areas of mathematics relevant to chemistry as set out under each topic

Pupils will be able to take or develop an informed interest in matters of scientific importance, and will be suitably prepared for further studies into the Sixth Form and beyond.

## Course Content and Structure:

The Chemistry course contains content unique to that subject and includes:

- 1 Principles of chemistry
- 2 Inorganic chemistry
- 3 Physical chemistry
- 4 Organic chemistry

# SCIENCE: Physics

**Head of Faculty:** Mrs K Bethell

**Teachers:** Mr M Rayner and Mr S Rowe

**Awarding Body:** PEARSON EDEXCEL IGCSE in PHYSICS 4PH

			Year	Date	Exam	Duration
Physics	61.1%	Paper 1	10 or 11	May	Physics Exam	2h
	38.9%	Paper 2	10 or 11	May	Physics Exam	1h 15minutes

## Aims:

To enable pupils to:

- Learn about unifying patterns and themes in physics and use them in new and changing situations
- Acquire knowledge and understanding of physical facts, terminology, concepts, principles and techniques
- Apply the principles and concepts of physics, including those related to the applications of physics, to different contexts
- Evaluate physical information, making judgements on the basis of this information
- Appreciate the practical nature of physics, developing experimental and investigative skills based on correct and safe laboratory techniques
- Recognise the importance of accurate experimental work and reporting scientific methods in physics
- Select and apply appropriate areas of mathematics relevant to physics as set out under each topic.

Pupils will be able to take or develop an informed interest in matters of scientific importance, and will be suitably prepared for further studies into the Sixth Form and beyond.

## Course Content and Structure:

The Physics course contains content unique to that subject and includes:

1. Forces and motion
2. Electricity
3. Waves
4. Energy resources and energy transfers
5. Solids, liquids and gases
6. Magnetism and electromagnetism
7. Radioactivity and particles
8. 8 Astrophysics

## PROGRESSION INTO OUR SIXTH FORM

All pupils who complete their GCSE courses with us and who gain sufficiently good grades are welcome to progress onto our Sixth Form.

The school offers four differing academic routes through Year 12 and 13. While each route will allow pupils to progress to Higher education, this breadth of choice ensures that each pupil follows a course most suited to their academic profile and aspirations.

The routes are

- **The International Baccalaureate Diploma Programme**
- **The International Baccalaureate Career-related Programme**
- **BTEC qualification (stand alone)**
- **International Baccalaureate certification of individual subjects**

Further details on these courses and life in Windermere School's Sixth Form are available through the Sixth Form Curriculum Guide, the Sixth Form Opportunities booklet or by talking to our Head of Sixth Form, Mrs Moses.

## Things to think about when you choose your GCSE options:

<p><b>What are you good at?</b></p>	<p>It is worth including this as a factor when choosing your GCSEs as you are likely to enjoy the subjects you're good at. Being good at a particular subject often helps you manage your GCSE workload, because you'll be able to complete work more quickly and get good results. What is more, learning about a subject you have natural ability in might be useful when making university and career choices later down the line. If you are not sure how good you are at a subject, you can talk to your teacher and ask for advice.</p>
<p><b>What do you enjoy?</b></p>	<p>It's a good idea to consider choosing subjects you like at GCSE level. You will be studying that subject for several lessons a week for the next two years, so it will help if you enjoy it! If you enjoy a subject, you are more likely to work harder and get a higher grade in it. When choosing subjects you enjoy, ask yourself two things:</p> <ul style="list-style-type: none"> <li>• What's the content of this subject? (Are you interested in the things you will be learning about?)</li> <li>• What skills does it require? (Do you think you can build the skills this subject requires?)</li> </ul>
<p><b>Have I created a good balance of subjects?</b></p>	<p>Things to think about in relation to creating a balanced programme:</p> <ul style="list-style-type: none"> <li>• Is there a good general spread of subjects (i.e. not just pure Science and Mathematics, or not just pure Arts subjects)?</li> <li>• Have you included a humanity and a foreign language subject?</li> <li>• Does it feature subjects you will enjoy doing and want to learn?</li> </ul> <p>If the answer to all these questions is 'yes', the chances are you have a balanced final list of GCSE options that will make your next two years rewarding ones and set you up for later life.</p>
<p><b>Who will be teaching me?</b></p>	<p>It is not a good idea to choose a subject based on liking one specific subject teacher, as you may well not be taught by that teacher. However, a great teacher can inspire you to do your best in a subject, so it may be something you take into consideration.</p>
<p><b>What your friends are doing?</b></p>	<p>It is better not to choose a GCSE option just because your friends are taking it.</p>
<p><b>Whose advice to listen to?</b></p>	<p>Your subject teachers and your tutor are very well-placed to offer you advice and support so make sure you talk to them as often as you need to. Your parents are also a good source of advice. It may be some time since they were making these choices, but they have been through this process too, and they have your best interests at heart. Your friends will be going through the same stresses as you, so you can bounce ideas off them if you like. However, it is important to remember this is <b>your</b> final decision, and you may have different strengths to your friends.</p>
<p><b>How many GCSEs to choose?</b></p>	<p>Both employers and further education establishments look for high passes in your qualifications. Streamlining the number of GCSEs you take may help you give more time to each subject and so increase your chances of a high pass.</p> <p>However, a greater number of GCSEs subjects means you'll have a well-rounded education and lots of variety in what you learn.</p>