



WINDERMERE
SCHOOL
FOUNDED 1863

YEAR 10 & 11
CURRICULUM OPTIONS
September 2025 and 2026

INTRODUCTION



This guide is to assist pupils to make informed decisions about the academic option choices that are available for Years 10 and 11 at Windermere School. We offer a number of one-year (I)GCSEs, alongside two-year (I)GCSEs in English, Mathematics and Modern Foreign Languages. This exciting change enables us to offer pupils greater choice and flexibility of study helping them to be even better prepared for their public examinations and to gain additional vocational skills, should they so wish.

Pupils have the scope to study up to 10 (I)GCSEs, with many Windermere pupils choosing to study 6 to 7. This allows further time for consolidation, independent study and non-examined academic enrichment, developing practical skills for further study, employment and a rapidly evolving future. Our one-year options take place with combined Year 10 and 11 classes, allowing a full complement of option choices each year, while maintaining the small class sizes our families value. This means some subjects are offered annually but taught biennially, meaning similar, different one-year options can be offered in alternate years.

Pupils will take a maximum of three (I)GCSEs in Year 10. At a time when pupils need as much exam skill practice as possible following the knock-on effects of the COVID 19 pandemic, the examination and revision skills developed in Year 10 will be invaluable preparation for the larger number of examinations in Year 11. We have seen the huge benefits of one-year (I)GCSEs through our Science offering for many years now, showing that with fewer exams to prepare for, Year 10 results are much stronger.

What's next?

As you begin the decision-making process of what to study in Year 10 and 11, you may find the details in the guide useful in finding out what each subject entails, but this should not be used in isolation. Take the opportunity to consult individual subject staff and talk with pupils already studying the course, look at the opportunities each course provides as well as the pupil's personal strengths and preferences.

Careers guidance takes place during Life Skills lessons, tutor time alongside the comprehensive Careers Programme of assemblies, on-to-one interviews, work experience and mock interviews. There are a number of websites shown in the links below that are useful for pupils and parent/guardians and act as **additional guides** through the decision-making process:

- **Year 9:** [Careerpivot](#), [Skills for Careers](#), [Youth Employment UK](#)
- **Years 10 & 11:** [IBDP Guide for parents](#), [IBCP Parents guide](#), [National Careers Service](#), [Careerpivot](#)

Pupils should make their choices by **Monday 13 January 2025**, indicating their preferred course of study in Year 10 and Year 11 in each block. Pupils may ask to change their option choices at a later time, but whilst we will do everything we can to accommodate any changes, pupils will not be able to move into classes that are already full. Nor is it likely that "out of timetable" arrangements can be made.

If you have any questions, please get in touch.



Mrs Lynn Moses
Deputy Head

ART & DESIGN *(one-year GCSE option)*

Teacher: Mrs K Pateson

Awarding Body: OCR GCSE

Components	Weighting	Assessment	Duration
Component 1	60%	Portfolio	
Component 2	40%	Exam - externally set task	10h in total over 2 days

Aims to encourage learners to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work
- demonstrate safe working practices in art, craft and design.

Content and Structure of the Course

Component 1: Pupils produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. They then produce a final piece in response to this theme. The portfolio is presented and can include sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work.

Assessment Component 1: Pupils' work is internally assessed and externally moderated using the marking criteria set by OCR. This component is marked out of 120 marks.

Component 2: Pupils respond to one of five themes, each with a range of written and visual starting points and stimuli. Pupils will research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

Assessment Component 2: Pupils' work is internally assessed and externally moderated using the marking criteria set by OCR. This component is marked out of 80.

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 *(one-year GCSE option)*

Head of Faculty: Mr R Hill

Teacher: Mrs T Murray, Mrs E Young, Mr Otunnu

Awarding Body: Edexcel GCSE

Component	Weighting	Assessment	Duration
Unit 1	50%	Investigating Small Business Exam	1h 30m
Unit 2	50%	Building a Business Exam	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 *(one-year GCSE option)*

Head of Faculty: Mr J Western

Teacher: TBC

Awarding Body: Edexcel GCSE

Component	Weighting	Assessment	Duration
Paper 1	50%	Principles of Computer Science Exam	1h 30m
Paper 2	50%	Application of Computational Thinking 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 *(one-year GCSE option)*

Teacher: Mrs N Nield and Mr C Jones

Awarding Body: OCR GCSE

Component	Weighting	Assessment	Duration
Component 1/2	30%	Devising Drama Coursework	
Component 3	30%	Performance from Text Practical Examination	
Component 4	40%	Performance & Response Written Exam	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.

Course 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 GCSE)*

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. Examined in Year 11.

Head of Faculty: Ms A Coombs

Teachers: Mrs E Murphy, Ms A Coombs, Mrs H Rand, Miss R Gale

Awarding Body: AQA English Language GCSE - Specification 8700

Component	Weighting	Assessment	Duration
Paper 1	50%	Explorations in Creative Reading and Writing Exam	1h 45m
Paper 2	50%	Writer's Viewpoints and Perspectives (Non-Fiction) Exam	1h 45m
Spoken Language	N/A	Spoken Language (Teacher Moderated Grade)	N/A

Aims:

The AQA GCSE in English Language (8700) aims to prepare pupils to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language, and use spoken Standard English effectively.

Content and Structure:

Paper 1: The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches. As a stimulus for pupils' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A.

Paper 2: The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and **either** the 20th or 21st century depending on the time period assessed in Paper 1. The combination selected will always provide pupils with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

ENGLISH AS A SECOND LANGUAGE

Head of Faculty: Ms C Hubner

Teachers: Miss H McClelland, Mrs E Sinclair

Awarding Body: Cambridge English Qualifications

Component	Weighting	Assessment	Duration (depends on level of qualification)
Reading	25%	Exam	approx. 1hr
Writing	25%	Exam	approx. 1hr
Listening	25%	Exam	approx. 40min
Speaking	25%	Exam	10 – 15 min

Aims:

The Cambridge Language Qualification 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. Each exam focuses on a level of the Common European Framework of Reference (CEFR), helping learners to improve their speaking, writing, reading and listening skills step by step.

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 a B2 First for Schools qualification shows that pupils are well prepared to follow a wide range of courses in an English-speaking environment. It's also a great way to prepare for higher-level exams such as C1 Advanced. B2 First for Schools is targeted at the same CEFR level as B2 First but with content aimed at school-age learners rather than adults.
- 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 from A2 Key to C1 Advanced or the IELTS. This will be depending on the level of English the pupil has acquired. Our school is not a Cambridge test centre, we are however, working closely with two test centres in the region, and will arrange for exam entry, if pupils wish to sit one of the aforementioned examinations.

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 GCSE)*

For native speakers and international pupils who demonstrate very high proficiency in English at the start of Year 10. Examined in Year 11.

Head of Faculty: Ms A Coombs

Teachers: Mrs E Murphy, Ms A Coombs, Miss R Gale, Mrs H Rand

Awarding Body: AQA English Literature GCSE - Specification 8702

Component	Weighting	Assessment	Duration
Paper 1	60%	Shakespeare and the 19 th Century Novel Exam	1h 45m
Paper 2	40%	The Modern text and Poetry Exam	2h 15m

Aims:

The aim of the specification is to develop the following skills:

- Literal and inferential comprehension
- Critical reading
- Evaluation of a writer's choice of vocabulary, grammatical and structural features
- Comparing texts
- Producing clear and coherent written responses using accurate Standard English

Structure:

Year 10: The first half of the poetry anthology, the Modern text and the 19th Century novel.

Year 11: The second half of the poetry anthology, Shakespeare and revision/ consolidation.

Poetry Texts: Worlds & Lives Anthology

Shakespeare: one of the following:

- Macbeth
- Romeo and Juliet
- The Tempest
- The Merchant of Venice
- Much Ado About Nothing
- Julius Caesar

The Modern text: a choice of Drama or Prose from a wide selection

The 19th Century Novel: one of the following:

- The Strange case of Dr Jekyll and Mr Hyde
- A Christmas Carol
- Great Expectations
- Jane Eyre
- Frankenstein
- Pride and Prejudice
- The Sign of Four

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

FOOD & NUTRITION *(one-year IGCSE option)*

Head of Faculty: Mrs K Bethell

Teachers: Mrs S J Kirkpatrick

Awarding Body: Cambridge International Examinations IGCSE

Paper	Weighting	Description	Duration
Paper 1 Theory	50%	A written exam consisting of short answer questions, structured questions and open-ended essay questions	2 hours
Paper 2 Practical Test	50%	Candidates have a planning session one week before the practical assessment	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:

- Food and nutrition and the health problems associated with diet.
- An awareness of how socio-economic factors affect diet.
- Eating patterns and dietary needs both for people of different ages and for differing groups within society.
- Aesthetic and social sensitivity to dietary patterns.
- An interest in the creative side and enjoyment of food and the skills necessary for food preparation and preservation.
- 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.
- An ability to make informed judgements and choices about the use of food available to the family unit in everyday life.
- 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 *(one-year GCSE option)*

Head of Faculty: Mr R Hill

Teachers: Mr G Cooke

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

Component	Weighting	Assessment	Duration
Paper 1	35%	Exam	1h 30m
Paper 2	35%	Exam	1h 30m
Paper 3	30%	Exam	1h 30m

"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 level 6 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 *(one-year IGCSE option)*

Head of Faculty: Mr R Hill

Teacher: Mr R Hill, Mr D Otunnu

Awarding Body: EDEXCEL IGCSE

Component	Weighting	Assessment	Duration
Paper 1	50% (60 marks)	Exam	1h 30m
Paper 2	50% (60 marks)	Exam	1h 30m

Aims:

The 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
	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
	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 *(two-year IGCSE)*

Two-year GCSE course, examined in Year 11

Head of Faculty: Mr J Western

Teachers: Mrs L Moses, Mrs S Wilson, Mr J Western, Mr H Mengual

Awarding Body: EDEXCEL IGCSE (4MA1)

Component	Weighting	Level	Assessment	Duration
Paper 1	50%	Foundation or Higher Tier	Written Examination Calculator allowed	2 hours
Paper 2	50%	Foundation or Higher Tier	Written Examination Calculator allowed	2 hours

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 choose appropriate skills to apply to solve real-world mathematical problems in a range of contexts.
- Appreciate the importance of mathematics in society, employment and study.

Levels of Entry:

The Mathematics department provides 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. Students sitting Foundation Tier examinations will be able to access grades 1-5. Foundation Tier will be taught in a small class, usually with access to Learning Support.

Pupils aiming to achieve a high grade are encouraged to take the Higher Tier. A good grade at Higher Tier is often one of the pre-requisites for further study in a STEM-based field. Students sitting Higher Tier examinations will be able to access grades 4-9. 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 to achieve an 8 at IGCSE and should also aim to take the Additional Mathematics examination.

MODERN FOREIGN LANGUAGES: French & Spanish (*two-year GCSE option*)

Two-year GCSE course, examined in Year 11

Head of Faculty: Miss C Hubner

Teachers: French – Miss C Hubner, Mrs D Dalzell
Spanish – Mrs D Dalzell, Mrs E Sinclair

Awarding Body: AQA GCSE (9-1) French 8652
AQA GCSE (9-1) Spanish 8692

Assessment overview:

Foundation tier (grades 1–5) or Higher tier (grades 4–9).

Pupils must take all four question papers at the same tier.

Component	Weighting	Assessment	Duration
Paper 1 Listening	25%	Exam	35 mins (Foundation tier) 45 mins (Higher tier)
Paper 2 Speaking	25%	Exam	7–9 mins (Foundation tier) 10–12 mins (Higher tier)
Paper 3 Reading	25%	Exam	45 mins (Foundation tier) 1 hour (Higher tier)
Paper 4 Writing	25%	Exam	1 hour 10 mins (Foundation tier), 1 hour 15 mins (Higher tier)

Aims:

The AQA GCSE in French and Spanish enable pupils to:

- develop a positive attitude towards learning languages and recognise their importance.
- develop the ability and ambition to communicate independently in speech and writing for authentic purposes and about subjects which are meaningful and interesting to them.
- build confidence and broaden their horizons, allowing them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.
- become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.
- develop transferable skills to complement other areas of the curriculum.
- gain the strong linguistic and cultural foundation required for progression to work or further study in French and/or Spanish or another subject area.

Content Overview:

Assessment is set in the context of these three themes:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

CIE IGCSE FIRST LANGUAGE QUALIFICATIONS

We support the independent study of 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 can choose to either continue the language(s) they studied for their GCSE, at IB Standard or Higher Level, and/or start Italian or German as an *Ab Initio* course from scratch at IB Standard Level.

To study French B or Spanish B in the Sixth Form, a GCSE (or the equivalent) is required.

Pupils opting for the IBCP have the opportunity to acquire linguistic skills and cultural knowledge in Italian or another language, in the Language Development Programme.

MUSIC (*one-year GCSE option*)

Head of Faculty: Mrs N Burtt-Jones

Teacher: Mrs N Burtt-Jones

Awarding Body: OCR GCSE

Component	Weighting	Assessment	Duration
Integrated Portfolio	30%	Performance on the learner's chosen instrument Composition to a brief set by the learner	
Practical Component	30%	Ensemble performance Composition to a brief set by OCR	
Exam	40%	Listening Exam	1h 30m

Aims:

The aims are to:

- 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
- Develop reading and use of musical notation

Focus for Learning:

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

Component 01/02: Integrated portfolio	Area of Study 1: My Music. Pupils develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing. The two portfolio segments demonstrate: their playing skills and abilities; composition techniques including use of the musical elements.
Component 03/04: Practical component	Pupils develop their skills and understanding of performance 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.
Component 05: Listening and appraising	Areas of Study 2, 3, 4 & 5: The Concerto Through Time, Rhythms of the World, Film Music and Conventions of Pop. Pupils demonstrate their knowledge and understanding of musical elements, contexts, terminology and answer score-related questions using musical notation.

PHYSICAL EDUCATION *(one-year IGCSE option)*

Head of Faculty: Ms M Ellery

Teachers: Mr C Foster, Ms M Ellery, Mr W Dolman

Awarding Body: Cambridge IGCSE

Component	Weighting	Assessment	Duration
Exam	50%	Paper 1 - theory	1h 45m
Coursework	50%	Practical	

Aims:

The aims are to:

- The syllabus is designed to foster enjoyment in physical activity.
- The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education.
- Students will be able to apply this knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance.
- The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.
- Students will demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities

Content Overview

Alongside their practical component, candidates will study all of the following topics:

1. Anatomy and physiology
2. Health, fitness and training
3. Skill acquisition and psychology
4. Social, cultural and ethical influences

Paper 1 – Theory (100 marks)

Written paper, 1 hour 45 minutes, 100 marks.

Short answer questions and structured questions testing AO1 and AO2. Candidates are required to demonstrate skills of description, interpretation and evaluation. Externally assessed.

Component 2 – Coursework (100 marks)

The coursework component assesses candidates' performance in four physical activities. Each activity is marked out of 25 marks. This component tests assessment objective AO3. Candidates must undertake physical activities from at least two of seven specified categories.

SCIENCE: BIOLOGY/ CHEMISTRY/ PHYSICS

Head of Faculty: Mrs K Bethell

Teachers: Dr J Marsters, Ms H Thexton, Mr P Taylor, Mrs K Bethell

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 (*one-year IGCSE option*)

Head of Faculty: Mrs K Bethell

Teachers: Dr J Marsters, Mr P Taylor

Awarding Body: PEARSON EDEXCEL IGCSE in BIOLOGY 4BI1

Component	Weighting	Assessment	Duration
Biology Exam	61.1%	Paper 1	2h
Biology Exam	38.9%	Paper 2	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:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

SCIENCE: Chemistry (*one-year IGCSE option*)

Head of Faculty: Mrs K Bethell

Teachers: Mrs K Bethell

Awarding Body: PEARSON EDEXCEL IGCSE in CHEMISTRY 4CH1

Component	Weighting	Assessment	Duration
Chemistry Exam	61.1%	Paper 1	2h
Chemistry Exam	38.9%	Paper 2	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:

- Principles of chemistry
- Inorganic chemistry
- Physical chemistry
- Organic chemistry

SCIENCE: Physics (*one-year IGCSE option*)

Head of Faculty: Mrs K Bethell

Teachers: Ms H Thexton

Awarding Body: PEARSON EDEXCEL IGCSE in PHYSICS 4PH

Component	Weighting	Assessment	Duration
Physics Exam	61.1%	Paper 1	2h
Physics Exam	38.9%	Paper 2	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:

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfers
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

Things to think about when you choose your GCSE options:

What are you good at?	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.
What do you enjoy?	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: <ul style="list-style-type: none"> • What's the content of this subject? (Are you interested in the things you will be learning about?) • What skills does it require? (Do you think you can build the skills this subject requires?)
Have I created a good balance of subjects?	Things to think about in relation to creating a balanced programme: <ul style="list-style-type: none"> • Is there a good general spread of subjects (i.e. not just pure Science and Mathematics, or not just pure Arts subjects)? • Have you included a humanity and a foreign language subject? • Does it feature subjects you will enjoy doing and want to learn? <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>
Who will be teaching me?	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.
What your friends are doing?	It is better not to choose a GCSE option just because your friends are taking it.
Whose advice to listen to?	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 your final decision, and you may have different strengths to your friends.
How many GCSEs to choose?	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. However, a greater number of GCSEs subjects means you'll have a well-rounded education and lots of variety in what you learn.

PROGRESSION TO SIXTH FORM

Windermere School Sixth Form is a place for all to shine. Our students are empowered to thrive and develop a strong level of independence and responsibility. We embrace an international mindset in all we do, allowing our students to truly experience a sense of understanding and belonging. Everyone is welcome to join our strong community and we offer a personalised pathway for life.

All students 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 students to progress to higher education, this breadth of choice ensures that each student follows a course most suited to their academic profile and aspirations.

The routes are:

- **International Baccalaureate Diploma Programme (IBDP)**
- **International Baccalaureate Career-related Programme (IBCP), which includes BTEC Business or NCFE Sport and Physical Activity (Outdoors)**
- **Vocational Pathway which includes BTEC Business and NCFE Sport and Physical Activity (Outdoors)**
- **Individual Diploma Courses /and/or BTEC and NCFE courses**

Further details on these courses and life in Windermere School's Sixth Form are available through the Sixth Form Prospectus, or by talking to our Head of Sixth Form.

The below table identifies the minimum GCSE grades advised to study IB Higher Level subjects for both the Diploma Programme and Career-related Programme. Although these levels are strongly suggested to succeed in the courses, we also focus on the holistic student and the IB pathway most suited to them within Sixth Form.

Subjects	Advised Higher Level GCSE Grades
Language A	Level 5 in First Language
English B	Level 4 in Second Language English
Language B	Level 7 in Second Language
Economics	Level 5 in English and Mathematics
History Geography Psychology	Level 5 in English
Biology	Level 7 in Biology
Chemistry	Level 7 in Chemistry and Mathematics
Physics	Level 7 in Physics and Mathematics
Sports Science	Level 5 in a Science subject
Environmental Systems & Societies	Level 5 in a Science subject
Mathematics	Level 8 in Mathematics
Music Theatre Visual Arts	Practical experience and a strong interest are essential

[Learn more about Sixth Form at Windermere School >](#)



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